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1934

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THE HOME ROOM
in
MASSACHUSETTS HIGH SCHOOLS

Submitted by

Thomas James Abernethy

(A. B., Harvard, 1917)

In partial fulfillment of requirements

for the degree of Master of Education

1934

First reader - Dr. Jesse B. Davis, Professor of Education
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C O N T E N T S

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CHAPTER I

INTRODUCTION

Purpose of the Study

The practice of assigning pupils regularly to a particular room for attendance purposes is probably as old as the first situation in which the enrollment of a school exceeded the capacity of a single room. Thus, the homeroom had its beginning, although it would be difficult to say when this name was first given to it. It has been variously known as the homeroom, report room, record room, sessions room, house, home station, and other similar terms indicating the early administrative purpose of such an assignment. It is also difficult to ascertain just when the first teacher in charge of such a group began consciously or unconsciously to take an interest in its members and to perform duties or to carry on activities other than those included in the routine for which the group was originally organized. It would not be presumptuous to conjecture that this, too, dates from the first teacher in charge of any room group. Good teachers have always been interested in their pupils as individuals.

In recent years, many schools have widened the activities carried on in these room groups until they have been made educational as well as administrative

CHAPTER I

INTRODUCTION

Purpose of the Study

The practice of assigning pupils regularly to a particular room for attendance throughout the school day is the first situation in which the enrollment of a school exceeded the capacity of a single room. Then, the commonest due was regular, although it would be wise to say when that date was first given to it. It has been variously known as the domestic, report room, school room, morning room, home, home or class, but other or similar terms indicating homeroom, homeroom, or room of such or more or less. It is also difficult to ascertain just when the first teacher in charge of such a group began consciously or unconsciously to take an interest in the homeroom, pay to perform duties or to carry on activities other than those included in the formal for roll. The idea was originally organized. It would not be presumptuous to conclude that the, too, dates from the first teacher in charge of any room group. Some teachers have always been interested in their pupils as individuals.

In recent years, many schools have widened the activities called on in these room groups until they have come more nearly and more adequately administrative

units. More and more duties have been assigned to the teacher in charge of the home station group, time has been allotted for the performance of such duties, and the homeroom and the homeroom program have taken a position of importance in many of our secondary schools.

The efforts made to solve the problems of modern secondary education have not always been based on sound foundations of either theory or practice. The homeroom is no exception and we find in its rapid growth many developments of objectives, organization, and activities that differ greatly from school to school. The efforts of the writer to establish sound homeroom practices in his own school have brought to his attention radical differences in opinion as to the place of the homeroom in our educational scheme and equally divergent practices in the schools which make use of it, and have suggested the desirability of a study of the purposes and practices of the schools of his state to determine the exact status of the homeroom and the extent to which educators agree on its place in secondary education. The purpose of this study is to determine the objectives, organization and activities of the homeroom in the high schools of Massachusetts with some consideration of the opinion of high school principals as to the success of such a program in their schools.

units. More and more duties have been assigned to the teacher in charge of the home economics group, time has been allotted for the performance of such duties, and the importance and the numerous projects have taken a position of importance in many of our modern day schools.

The efforts made to solve the problems of modern secondary education have not always been based on sound foundations of minor study or research. The necessity is no exception and we find in the rapid growth many overemphasis of objectives, organization, and activities that differ greatly from school to school. The efforts of the writer to establish some sound principles in our school have brought to his attention radical differences in opinion as to the place of the home economics in our educational scheme and equally diverse practices in the schools which have met it. And have suggested the desirability of a study of the purposes and practices of the schools of his state to determine the exact status of the business and the extent to which educators agree on its place in secondary education. The purpose of this study is to determine the objectives, organization and activities of the business in the high schools of Kansas commerce with some consideration of the opinion of high school principals as to the success of such a program in their schools.

Nature of the Study

The literature on the subject was first consulted in an effort to determine what, if any, criteria have been established by educational writers by which one might judge the homeroom program of any given school. This survey indicated that no single criterion could be established for any one phase, but that there are a fairly limited number of theories and practices which are approved by the authorities mentioned. The writer was thus enabled to formulate a questionnaire which would include most of the stated objectives, types of organization, and activities, and which could be readily answered in such a way as to facilitate the classification and evaluation of the returns.

A five page questionnaire was sent to all the high schools, 250 in number, which were listed as Public High Schools in the 1934 Educational Directory of the Department of Education of the Commonwealth of Massachusetts. Some of the schools included are six-year schools, but most of them are senior or four-year high schools. The questionnaire included first of all questions as to the existence of a homeroom organization and of the objectives set up in the schools where such organizations are found. It next included questions intended to furnish data on the organization and administration of these homerooms. Then followed a series of questions intended

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A five page questionnaire was sent to all the high schools, fourteen number, which were listed as Junior High Schools in the Iowa Teacher and directory of the Department of Education of the Commonwealth of Iowa Bulletin. Some of the schools indicated are six-year schools, but most of them are senior or ten-year high schools. The questionnaire included items of all questions as to the existence of a separate organization and of the organization set up in the schools where such organizations are found. A most important question included to obtain data on the organization and administration of these homerooms. Upon tabulation of replies of questions included

to disclose the activities carried on, and finally a question as to the principal's opinion of the success or non-success of the program and the reasons therefor. It included also a request for copies of any available manuals, outlines or other materials from which the details of these activities might be better secured.

CHAPTER II

GUIDANCE IN THE SECONDARY SCHOOL

One of the chief causes of the expansion of the homeroom into something more than an administrative unit is the guidance movement.

The same thinking that brought us in 1918 a specific statement of the objectives of secondary education has led us to a realization of the fact that there are individual differences between pupils. This recognition has influenced our educational practices in two important ways: it has encouraged the extension of educational opportunities both horizontally and vertically, and it has introduced the element of choice on the part of the pupil or of someone acting for him. Necessity for choice exists at every point: What sports shall we follow to improve our physical well-being? What subjects in high school are fundamental for all adults? How shall we contribute best to the welfare of our home circle? For what vocations are we best fitted and what steps should we take to make ourselves efficient in our chosen field? What shall we do in our spare time? What shall be our attitude toward the duties which everyone owes to the community of which he is a part? What qualities of character are most important and how are they to

be developed? Throughout the whole maze of curricular and extra-curricular activities, through the choices of studies, vocations, hobbies, and sports, through the bewildering variety of social situations to which the individual must acquire appropriate responses, the pupil needs the guidance of someone who knows his background and understands his needs.

Such guidance as was done previous to the past few years was done with some degree of efficiency by the principal or the classroom teacher. One of the best features of the old type of school was the close contact between the teacher and pupil--restricted enough in its avowed range but far reaching in its indirect influence. Unfortunately, the phenomenal increase in high school population has made such intimate contact impossible, while the same increase complicates the situation by giving pupils who differ more widely in their characteristics a wider variety of choices to make. Not only is the school itself offering more occasion for choice but life outside of school, through such widely different developments as the invention of new machinery and the repeal of the 18th amendment, have made more difficult the decisions of young people in their economic, social and moral relations. At the very time when developments within and without the school have made close contact most necessary, departmentalization and specialization of the secondary

is developed. Throughout a whole week of curricular and extra-curricular activities, changing the choice of studies, vocations, sections, and groups, through the widening variety of social situations to which the individual must acquire appropriate responses, the world needs the guidance of someone who knows his background and understands his needs.

Such guidance as was done previous to the past few years was done with some degree of efficiency by the principal or the classroom teacher. One of the best features of the old type of school was the close contact between the teacher and pupil--restricted enough in the average large but far reaching in its influence. Unfortunately, the phenomenal increase in high school population has made such intimate contact impossible, while the same increase complicated the situation by giving pupils who differ more widely in their capabilities a wider variety of choices to make. Not only is the school itself offering more opportunity for choice but its curriculum, through such widely different developments as the invention of new machinery and the rapid of the 19th century, have made more difficult the decision of young people in their economic, social and moral relations. At the very time when developments within and without the school have made clear a distinct need, necessity, differentiation and specialization of the secondary

school have made the opportunity for such contact almost non-existent.

In a large high school particularly, no one person can know all about every individual pupil - his home conditions, his ability, his previous record, his current performance, his possibilities, ambitions and plans. The principal with his complex administrative and supervisory responsibilities must deal with policies and has little time for personal contact with individuals. The classroom teacher sees such a limited side of the pupil that the task is impossible for her, yet guidance without this knowledge is worthless. There must be some agency within the school organization that will do for its members what in the old days the principal did for every member of the school or the teacher for every member of his class, and, in addition, perform all the other guidance functions made necessary by modern conditions of life.

This need for guidance in the secondary school is well stated by Reavis as follows: "Guidance services on the part of the secondary school are rendered necessary by at least four conditions, namely, (1) the character of the demands of modern secondary education; (2) the changes in the social and economic order to which the secondary school pupil must adjust himself; (3) the needs of the

school have made the contribution for which content al-
most inconceivable.

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view of the whole, that the task is impossible for her.
Yet children without this knowledge is wrecklessness. There
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cipal did for a principal of the school or the teacher
for every member of his class, and, in addition, per-
form all the other functions formerly made unnecessary by
simpler conditions of life.

This need for guidance in the secondary school is
well stated by Leavitt as follows: "As course advances on
the part of the economically educated are increasingly confronted
by at least four conditions, namely, (1) the character of
the economic or physical environment, (2) the changes
in the social and economic order to which the secondary
school must make adjustment, (3) the needs of the

adolescent for counsel and guidance; and (4) the necessity for avoiding waste in the process of education."[1]

Guidance as indicated above must not be limited to any one phase of the problem, although it has been frequently the case that some authorities have had a tendency to see only the phase in which they are most interested. The earliest workers in the field, for example, were concerned almost entirely with the vocational aspects of guidance. Some, on the other hand, have a tendency to make the word "guidance" almost synonomous with "education", as is indicated by the title of the recent book by Dr. John M. Brewer, "Education as Guidance."[2]

The statement by Kefauver and Hand that "the objectives of guidance must find their counterpart in the objectives of the secondary school"[3] seems to reflect the viewpoint of most writers on the subject. After quoting Koos' grouping of these objectives into the civic-social-moral, physical, vocational, and recreational objectives,

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[1]William C. Reavis, Programs of Guidance, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 14, p. 1.

[2]John M. Brewer, Education as Guidance.

[3]Grayson N. Kefauver and Harold C. Hand, Introduction to Common Problems of Group Guidance by Richard D. Allen, Frances J. Stewart and Lester J. Schloerb, p. xiv.

administer the courses and laboratory and (4) the advisory for monitoring waste in the courses of education."[4]

Minutes as indicated above began not as limited to any one phase of the problem, although it has been frequently the case that more administrative time had to simply be used only the phase in which they are most interested. The earliest minutes in the Minutes, for example, were concerned almost exclusively with the vocational aspects of education. Even, on the other hand, have a tendency to use the word "planning", almost synonymous with "organization", as is indicated by the title of the recent book by Dr. John M. Brewer, "Planning as Guidance".[5]

The statement by Dr. Brewer and Dean Dale Tate typifies of problems most like more characteristic in the development of the advisory program" based on rational evaluations of such matters on the program. After quoting Dean's wrapping up these objectives into the advisory-guidance, physical, vocational, and educational objectives,

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[4] Dr. Ralph C. Hoppe, Minutes of Advisory Committee, Meeting, Jan. 17, National Survey of Secondary Education, November 19, 1, 2.

[5] John M. Brewer, Planning as Guidance.

[6] Dr. Brewer, Dean Dale Tate and Dr. Ralph C. Hoppe, Interview on Planning of Guidance Programs by Alonzo G. Allen, Minutes of Advisory Committee Meeting, Jan. 17, 1.

these writers go on to say:

> "Guidance has certain very significant contributions to make to the attainment of the major objectives of the secondary school. (1) It aims to give students an understanding of the social, recreational, health, and vocational activities in which they participate at present and in which they will continue to participate after leaving school, and of the need of education preparatory to such participation. (2) It aims to help students to discover interests and to form accurate judgments relative to the extent of their abilities in different types of activities. (3) It aims to acquaint students with the schools, courses, and other educational provisions that best prepare for such activities. (4) It aims to help students to select the activities in life in which they will participate and in which there is large promise of success and happiness for them. (5) It aims to help students in planning an educational program that will best prepare them for their chosen activities, giving appropriate recognition to the need of education for the social, recreational, health, and vocational activities. (6) It aims also to facilitate adjustment of students in their activities in and out of school so that they will attain maximum achievement and happiness and not be disturbed by social and personal mal-adjustments. (7) It should make some contribution to the general improvement of education by defining the educational needs of individuals, since the knowledge of the individual obtained by the guidance service will be available also to the teacher, supervisor and administrator."[4]

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[4]Grayson N. Kefauver and Harold C. Hand, Introduction to Common Problems of Group Guidance, p. xviii.

CHAPTER III

GUIDANCE AND THE HOME ROOM

It is evident to the most casual reader of the literature of secondary education that the question of guidance is closely bound up with the question of the homeroom, and vice versa. For example, of six books on the writer's desk whose titles indicate that they are concerned primarily with guidance,[1] two books whose titles indicate that they are concerned primarily with homeroom organization and activity,[2] two whose titles indicate that they are concerned primarily with extra-curricular activities,[3] two dealing with character education,[4] and

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[1]John M. Brewer, Education as Guidance; Arthur J. Jones, Principles of Guidance; Richard D. Allen, Case Conferences in Group Guidance; Richard D. Allen, Frances J. Stewart, and Lester J. Schloerb, Common Problems of Group Guidance; William C. Reavis, Programs of Guidance, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 14; National Association of Secondary School Principals, Committee on Guidance, Guidance in Secondary Schools, Bulletin No. 19, 1928.

[2]Evan E. Evans and Malcolm Scott Hallman, Home Rooms, Organization, Administration and Activities; Mark D. Gordon and Henry Craig Seasholes, The Homeroom Teacher and A Guide to the Use of "The Homeroom Pupil".

[3]Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools; Harry C. McKown, Extra-Curricular Activities.

[4]Charles E. Germane and Edith Gayton Germane, Character Education, A Program for the School and the Home; Department of Education, Commonwealth of Massachusetts, Character Education in the Secondary School, Bulletin No. 16, 1931.

two dealing with administration of secondary schools,[5] all discuss guidance and the homeroom in the same chapters and even in the same paragraphs. If these are fair samples of the literature in the field, it appears that discussion of the homeroom will usually involve the question of guidance and that discussions of guidance will just as frequently involve some reference to the homeroom.

These discussions and references usually take one or two forms, or some modification of either. The first viewpoint is well expressed by the statement of Dr. Jesse B. Davis appearing in the report of the Committee on Guidance of the National Association of Secondary School Principals as follows:

> "The foundations of all guidance within the school are found in the homeroom organization. Efficiency in secondary school administration is demanding that every teacher shall be a "homeroom" teacher. While the argument against such a procedure is often urged that not all teachers make "good" homeroom teachers, it can also be said that not all persons so employed are "good" teachers. A "good" teacher will make a "good" homeroom teacher. It is the responsibility of the administration to secure good teachers. It is also the responsibility of the principal to take the teachers provided and to train them in service for the duties they are to perform. This applies to the problem of guidance as well as to classroom instruction.

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[5]Harl R. Douglass, Organization and Administration of Secondary Schools; James B. Edmonson, Joseph Roemer, Francis L. Bacon, Secondary School Administration.

"The homeroom teacher functions in all phases of guidance. It is in this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships;--his studies; his difficulties with teachers; his problems of discipline; his home conditions and environment; his associates in school and out; his attitudes, interests and abilities. Therefore, whether the school be large or small, it is with the homeroom teacher that the foundations for guidance must be laid.

"The first responsibility of the homeroom teacher is educational and, in the sense that education is preparatory for one's life work, is also vocational. It is with this teacher that the pupil works out his curriculum choices and his plans for graduation. Any peculiar or difficult case will be referred to the director of guidance or to the special advisor provided by the organization. Educational guidance also may be interpreted to mean guidance in the formation of right habits of work and study in which the homeroom may play an important part. Individual conferences are held after each periodic marking of the report cards, with a possible interview with a parent, and resulting in definite plans for improvement and necessary adjustments.

"The development of the homeroom period with from fifteen to twenty minutes at the opening of the day gives the homeroom teacher an exceptional opportunity for social and moral guidance. By organizing the group to work out the program of homeroom activities, the teacher can influence their ideals, attitudes, and judgments in a manner that will result in right thinking followed by right acting."[6]

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[6]Guidance in Secondary Schools, Bulletin No. 19, 1928, p. 16.

This viewpoint is usually held by those who attempt to make the homeroom something other than a purely administrative unit.

The other viewpoint is well expressed by Dr. Richard D. Allen who after pointing out the need for group guidance in the secondary school goes on to say: "It cannot safely or adequately be handled by every teacher during a homeroom period."[7] It is stated even more strongly by Brewer when he says: "We shall maintain that the homeroom organization, except under unusual circumstances, to be specified, is an exceedingly poor medium for any form of educational guidance."[8] Again, speaking of guidance in citizenship, he says: "The ever receptive homeroom teacher is drafted, in addition to calling the roll, extracting written excuses, warning about safety, and teaching how to study, and is persuaded to teach parliamentary law and preside at elections of officers and of delegates to the school council. Being a subject teacher in his interests and preparation, he performs the new tasks in good, bad or indifferent fashion as the accidents of interests and ability may suggest."[9] Again he says: "No homeroom plan is likely to be successful unless the teacher is

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[7]Case Conferences in Group Guidance, p. 5.

[8]Education as Guidance, p. 135.

[9]Education as Guidance, p. 234.

re-educated."[10]

The holders of this viewpoint usually maintain that guidance is a task for a trained expert in the counseling field, as does Allen in Providence, R. I.,[11] or that the entire curriculum itself should be the guidance vehicle, since, as Brewer says, the school has but one function - to guide young people in living.[12] Under this theory, every teacher should be a specialized guidance expert.

In actual practice, schools that are attempting to perform these guidance functions are frequently taking a position somewhere between the two extremes. Reavis in that portion of the report of the National Survey of Secondary Education devoted to Guidance in Secondary Schools, reports that there are four general types of guidance programs in use in the secondary school: (1) centralized bureaus of guidance for secondary schools in city school systems represented by Boston, Chicago, and Cincinnati which furnish trained workers for the more specialized functions particularly vocational guidance leaving much of the aid in choice of subject, extra-curricular activities, the development of intellectual

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[10] Education as Guidance, p. 590.

[11] William C. Reavis, Programs of Guidance, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 14, pp. 59-71.

[12] Education as Guidance, p. 9.

interests, social adjustment, difficulties in class room work, and the like to the regular organization; (2) centralized guidance organization in city systems with the individual secondary school considered as the unit as in Providence and Milwaukee where guidance activities are differentiated and definitely assigned to officers of administration and teachers properly qualified to carry on the activities assigned, with homeroom advisers accepting responsibility for the orientation of pupils, the maintenance of pupil morale, and the development of a wholesome attitude toward the school as a civic enterprise; (3) centralized guidance organization in individual secondary schools as in the Milwaukee Vocational School and the LaSalle, Illinois, Township High School and Junior College differing from the second type in that they maintain a separate staff of guidance officers instead of utilizing the regular administrative officers and teachers who are especially qualified; (4) central guidance organizations in individual secondary schools utilizing regular officers and teachers as guidance functionaries as represented by Joliet Township High School and Junior College, Thornton Township High School and New Trier Township High School, where the principal or a trained counselor serves as head of the guidance program and the duties are performed through the homeroom supplemented by special administrative of-

ficers such as deans, personnel directors, and other special counselors.[13]

Even in the most centralized systems using specially trained counselors a great deal of guidance is left in the hands of the homeroom teacher. In Providence, for example, the functions of guidance allotted to the homeroom teacher are as follows:

1. Helpful, personal interest in the pupil.
2. Orientation in school life and routine.
3. Records, reports and attendance.
4. Development of school citizenship, leadership and personality.
5. Co-operation with counselors and separate teachers.[14]

It is evident therefore that any survey of the homeroom objectives, organization and activities should include a consideration of the guidance functions, including orientation in school life and routine as well as the usual administrative functions.

Other Objectives of the Homeroom

Writers on the subject of homerooms claim for this unit of the school organization an opportunity for the practice of citizenship unequalled elsewhere in the school. Evans and Hallman list pupil participation as one of the major objectives of the homeroom.[15] Allen,

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[13]Programs of Guidance, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 14, pp. 135-144.

[14]Richard D. Allen, Organization and Supervision of Guidance in Public Education, pp. 121-122.

[15]Home Rooms, Organization, Administration and Activities, pp. 6-7.

previously quoted, places this responsibility on the homeroom teacher.[16] Corrigan, reporting on homerooms in Detroit junior high schools stresses this outcome as a very important one.[17] Germane and Germane list as one of the chief objectives of such an organization that of stimulating the pupil to participate zealously and constructively in the democratic life of the group.[18] Fretwell in a chapter on the homeroom as a phase of extra-curricular activities says "The basis for enabling pupils - and teachers as well - to develop the ability to participate intelligently in directing their own extra-curricular affairs is in the life and organization of the homeroom."[19] His suggested outline for the purposes, organization and program of the homeroom lists twenty room committees through which additional opportunities for participation may be extended to members of the group,[20] and suggests many specific aims and devices for this phase of the program.[21]

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[16]Guidance in Secondary Schools, pp. 121-122.

[17]E. J. Corrigan, "The Home Room", School Review, XXXVIII, (April, 1930), pp. 300-306.

[18]Character Education, A Program for the School and the Home, p. 191.

[19]Extra-Curricular Activities in Secondary Schools, p. 33.

[20]Extra-Curricular Activities in Secondary Schools, pp. 48-49.

[21]Extra-Curricular Activities in Secondary Schools, p. 50.

previously stated, placed this responsibility on the teacher-leader.[46] Dorfman, reporting on workshops in Detroit Junior High schools stresses this outcome as a very important one.[47] Barnes and Dessner list as one of the main objectives of such an organization that of eliminating the right to participate freely and constructively in the democratic life of the group.[48] Stated in a chapter on the "Nature of a Course of Study" Burton says "The basis for building curricula - and teaching as well - is to develop the ability to participate intelligently in directing their own activities, particularly those in the life and organization of the community."[49] He suggested outlines for nurses, dramatizing and display of the classroom data taken from questions through which activities appropriate for participation can be extended to members of the group,[50] and suggests many concrete ideas and devices for this phase of the program.[51]

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[46] Guidance in Secondary Schools, op. cit. 192-193.

[47] J. Dorfman, "The Blue Room", Junior Review, XXVIII, (April, 1939), pp. 320-324.

[48] Barnes and Dessner, A Program for the School and Its Work, p. 1.

[49] Burton, Principles Underlying Curriculum Construction, p. 1.

[50] Burton, Principles Underlying Curriculum Construction, pp. 40-41.

[51] Burton, Principles Underlying Curriculum Construction, p. 50.

The frequency with which character education is mentioned in connection with the homeroom program indicates that this, too, must be considered in any survey of homeroom objectives. One of the best treatments of this phase of the work is that of Germane and Germane who devote two chapters in their book on "Character Education" to the place of the homeroom in their suggested program although they tie it up very definitely with citizenship participation, guidance, and cultural development.[22] Davis in his charts showing an analysis of the homeroom activity program in senior and junior high schools lists many phases of character education which are suitable for development in the homeroom differentiated according to grades.[23]

Finally, there is frequent reference in the literature to curriculum enrichment as a valid objective of the homeroom organization. Germane and Germane speak of enriching the cultural life of the pupil.[24] Evans and Hallman refer to the inclusion of materials which are of value, and yet do not seem to fall logically in to any

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[22]Character Education, A Program for the School and the Home, pp. 183-241.

[23]Jesse B. Davis, Analysis of the Homeroom Activity Program in the Senior and Junior High School, charts worked out as a class project in a Seminar at Boston University School of Education, 1932.

[24]Character Education, A Program for the School and the Home, p. 191.

of the particular subject fields.[25] It is probable that much of what is given here by different writers could be listed also under the head of character education although Fretwell refers specifically to the development of appreciation of music, of art, of literature and of attractive surroundings.[26]

It is obvious therefore, that the questions relating to the objectives of the homeroom should be so stated that the answers would indicate whether or not the schools reporting have as their objectives the following outcomes which, as has already been shown, are the usually accepted objectives of such a program:

a. Administrative efficiency
b. Guidance including orientation in school life and routine and the various classifications of guidance as personal, educational, vocational, social, moral, health and recreational guidance
c. Pupil participation in school citizenship, including the formulation of desirable public opinion
d. Curriculum enrichment especially as it implies character education.

Similarly the questions relating to the activities are naturally based on the activities most readily suggested by the objectives listed. They deal chiefly with administrative duties, group guidance activities, individual counseling, and pupil participation.

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[25] Home Room, Organization, Administration and Activities, p. 7.

[26] Extra-Curricular Activities in Secondary Schools, p. 35.

of the particular subject field. It is possible that many of them is given more by different writers would be listed also under the area of character education or moral training, refers specifically to the development of appreciations, of taste, of art, of literature and of attractive personality.

It is obvious therefore, that the questions relating to the objectives of the language arts be so stated that the curriculum worker indicate whether or not the schools reporting have as their objectives the following outcomes which, as has already been shown, are the usually accepted objectives of arts a program:

1. Aesthetic activity
2. Developing imaginative orientation in school
   Also the results are how realizing literal-
   ity of meaning in polysemic, sym-
   bolical, vocational, social, moral, emotio-
   nal and recreational pursuits
3. Skill relationships in school classroom
   Using the combination of desirable
   speech habits
4. Discriminative performance especially on it
   English character activities

Similarly the questions relating to the activities are naturally based on the activities most frequently suggested by the subjective lists. They deal mainly with educative drama, group discussion activities, individual conversation, and vocal participation.

Conversation, dramatization, dedicatorism and

Activities

Extracurricular Activities in Secondary Schools.

CHAPTER IV

THE OBJECTIVES OF THE HOMEROOM IN MASSACHUSETTS HIGH SCHOOLS

The 250 high schools to which the questionnaire was sent are grouped by the Department of Education of the Commonwealth of Massachusetts into five enrollment groups; 1-50 pupils, 51-100 pupils, 101-200 pupils, 201-500 pupils, and above 500 pupils. This grouping was used wherever such analysis seemed advisable in this study, except that the last named group was further divided into two parts, one including enrollments from 501-1000 and the other all schools of over 1000 enrollment.

Answers were received from 184 schools, or 73.6 per cent of the total number, at the time the returns were tabulated. A few replies were received later, but the trends of these belated answers were so close to those obtained in the tabulated returns that it seemed unnecessary to revise the tables to include them.

Percentage of Returns

Table I shows the percentage of returns from the various enrollment groups. The 10 schools of the state enrolling 1 to 50 pupils returned 4 questionnaires, or 40 per cent of the total. The 51-100 group returned 19 out of 37, or 51.3 per cent. It was expected that these smaller schools where a room often holds an entire

class, or possibly the entire school, might make a smaller return than the larger schools, since it is generally accepted that the necessity for homeroom organization becomes greater as the size of the school increases, and since schools without a sub-division of classes into smaller groups might feel that the questionnaire did not

TABLE I

PERCENTAGE OF RETURNS OF QUESTIONNAIRE

Enrollment Group	Number of Schools Receiving Questionnaire	Number of Schools Returning Questionnaire	Percentage of Returns
1 - 50	10	4	40.0
51 - 100	37	19	51.3
101 - 200	50	36	70.2
201 - 500	56	38	67.8
501 - 1000	40	39	97.5
over 1000	57	48	84.2
Total	250	184	73.6

apply to their situation. In the 101-200 group, 36 out of 50, or 70.2 per cent of the schools, replied. The 201-500 group yielded a return of 38 out of 56, or 67.8 per cent. The larger schools made a considerably greater return. In the 501-1000 group, 39 out of 40 schools, or 97.5 per cent, replied, while answers were received from 48 out of 57, or 84.2 per cent of the schools enrolling over 1000 pupils.

ation, or quantity the native school, might have a small-
er return than the larger schools, where it is generally
felt that the opportunity for promotion or recognition
depends greatly on the size of the school interested, and
where schools without a non-division of classes have
smaller groups of in-well and out-quantity-marks did not

Table 1

PERCENTAGE OF RESULTS OF QUESTIONNAIRE

Questionnaire Item	Number Responding	Number of Responses Quantitative Qualitative	Percentage of Responses Quantitative
1 - 50	10	4	40.0
51 - 100	27	16	59.3
101 - 200	50	36	72.0
201 - 300	38	33	87.0
301 - 1000	40	38	95.0
over 1000	37	34	91.9
Total	192	124	64.6

only to their classrooms. In the 51-100 group, 59.3 out of 27, or 40.7 per cent of the schools, replied. The 201-300 group replied in numbers of 36 out of 50, or 72.0 per cent. The larger schools show a considerably greater response. In the 301-1000 group, 33 out of 38 schools, or 87.0 per cent, replied, while 34 out of 37 schools, or 91.9 per cent of the schools in the enrollment over 1000 group.

The Extent of Homeroom Organization

The extent to which these schools are organized into homerooms is shown in Table II.

TABLE II

PERCENTAGE OF SCHOOLS WHICH ARE ORGANIZED INTO HOMEROOMS

Enrollment Group	Number of Schools Returning Questionnaire	Number of Schools Reporting Homeroom Organization	Percentage of Schools Reporting Homeroom Organization
1-50	4	3	75.0
51-100	19	15	78.9
101-200	36	29	80.6
201-500	38	34	89.4
501-1000	39	34	87.1
over 1000	48	45	93.7
Total	184	160	86.9

This table indicates that 160 schools, or 86.9 per cent of 184 schools returning the questionnaire, have something which they call a homeroom organization. Here again, the smaller enrollment groups reported a smaller proportion of schools with such a plan, and the percentage increases regularly from group to group with one exception. The 1-50 group showed 3 out of 4, or 75 per cent, and the 51-100 group reported 15 out of 19, or 78.9 per cent. In the 101-200 group, there are 29 out of 36, or 80.6 per cent, with homeroom organizations, while the 38

The Extent of Kinship Relationships

The extent to which these schools are organized into bonderoots is shown in Table II.

TABLE II

PERCENTAGE OF SCHOOLS WITH ARE ORGANIZED INTO BONDEROOTS

Enrollment Group	Number of Schools Reporting Bonderoots	Number of Schools Reporting Bonderoots Organized	Percentage of Schools Reporting Bonderoots Organized
1-50	4	3	75.0
51-100	13	12	92.3
101-300	30	29	96.7
301-500	30	24	80.0
501-1000	26	24	92.1
over 1000	21	19	90.5
Total	124	110	88.7

This table indicates that 110 schools, or 88.7 per cent of 124 schools reporting the questionnaire, have bonderoots which carry out a lunchroom organization. Here again, the smaller enrollment groups report a smaller proportion of schools with such a plan, but the percentage increases regularly for every group as great with our exception. The 1-50 group showed a cut of 4, or 75 per cent, and the 51-100 group reported 12 out of 13, or 92.3 per cent. In the 101-300 group, there are 29 out of 30, or 96.6 per cent, with bonderoots organized, while the 301

schools in the 201-500 group showed 34, or 89.4 per cent, with the same situation. The 34 out of 39, or 87.1 per cent of the 501-1000 enrollment group, made up the only group that dropped below the preceding group in percentage, but the group of over 1000 reported 93.7 per cent, or 45 out of 48 schools, with the homeroom plan of organization.

It seems probable from the nature of some of the replies that among the schools which did not report a regular homeroom organization there may be a few with fully as much organization as some of the others that did report. Some of them are small schools where all of the pupils sit in one room or at the most two or three rooms, and in some cases the person replying seemed in doubt as to whether or not this situation constituted a homeroom organization within the meaning of the questionnaire. Similarly, some of the schools in all enrollment groups which reported no homeroom organization made comments which might lead one to believe that they too had something which, except for name, might be very close to the same thing reported by other schools claiming to be organized on a basis of homerooms.

The Objectives of the Homeroom

The objectives for which the homerooms in these 160 high schools are organized are analyzed in Table III. Administrative efficiency appears to be a common purpose in all but a very few schools, 147, or 91.9 per cent, re-

schools in the 501-600 group served 3%, or 28.4 per cent, with the same situation. The 34 out of 39, or 87.1 per cent of the 301-1000 enrollment group, including the only group that dropped below the preceding year in percentage, but the group of over 1000 reported 89.7 per cent, or 61 out of 65 schools, with the monitorial plan of organization.

It seems probable from the nature of some of the replies that many the schools which did not report a regular homeroom organization there may be a few with fully as much organization as some of the schools that did report. Some of these are small schools where all of the pupils are in one room or at the most two or three rooms, but in some cases the person reporting seemed in doubt as to whether or not this elementary monitorial homeroom organization within the meaning of the questionnaire. Similarly, some of the schools in all enrollment groups which reported no homeroom organization some comments which might lead one to believe that they too had something which, though in name, might be very close to the same thing reported by other schools claiming to be organized on a basis of homerooms.

The Objectives of the Homeroom

The objectives for which the homerooms in these 150 high schools are organized are analyzed in table III. An illustrative criterion may be in the 6 common objectives in that a very few schools, 147, or 98.7 per cent, re-

TABLE III

THE OBJECTIVES FOR WHICH HOMEROOMS ARE ORGANIZED IN 160 HIGH SCHOOLS

	Number of Schools	Percentage of Schools
Administrative efficiency	147	91.9
Orientation in school life and routine	90	56.3
Personal guidance	85	53.1
Educational guidance	82	51.3
Social guidance	67	41.9
Pupil participation in citizenship	66	41.2
Moral guidance	62	38.8
Health guidance	50	31.3
Formulation of desirable public opinion	45	28.1
Vocational guidance	43	26.9
Recreational and leisure guidance	29	18.1
Curriculum enrichment	20	12.5
Character training	1	0.6
Training in leadership	1	0.6
Training in self-control	1	0.6
Advocate	1	0.6
"In loco parentis"	1	0.6
Meeting legal requirement for Scripture reading and prayer	1	0.6
Serving as wards in a class election system	1	0.6
An organization for setting-up drills	1	0.6
No answer	7	4.4

TABLE XIX

THE OBJECTIVES FOR WHICH NONSCIENCE AND SCIENCE
IN 100 HIGH SCHOOLS

	Number of Schools	Percentage of Schools
Achieve effective citizenship	147	91.9
Develop an understanding of life and relations	140	88.3
Personal guidance	85	53.1
Educational guidance	82	51.3
Social guidance	67	41.9
Small participation in activities	66	41.3
Moral training	62	38.8
Health guidance	60	37.5
Formation of desirable public opinion	45	28.1
Vocational guidance	42	26.3
Recreational and leisure guidance	35	18.7
Curriculum enrichment	30	18.8
Preserve tradition	1	0.6
Training in laboratory	1	0.6
Training in self-control	1	0.6
Divorce	1	0.6
"In loco parentis"	1	0.6
Develop legal requirements for employment	1	0.6
Teach art and paper		
Develop an appreciation for a good English	1	0.6
teacher		
Be a preparation for marriage-by girls	1	0.6
No answer	7	4.4

porting this as an objective. It is the only objective listed by 27 schools, or 16.9 per cent of the total. No other objective is common to much more than half of the schools reporting, orientation in school life and routine being highest with 90, or 56.3 per cent, closely followed by personal guidance with 85, or 53.1 per cent, and educational guidance with 82, or 51.3 per cent. Next in frequency are grouped social guidance, with 67, or 41.9 per cent, the objective of furnishing an opportunity for pupils to participate in the citizenship possibilities of the school with 66 schools, or 41.2 per cent reporting this as one of their purposes, and moral guidance with 62, or 38.8 per cent. Health guidance was reported by 50 schools, or 31.3 per cent. The homeroom as a place for the formulation of desirable public opinion was reported by 45 schools, or 28.1 per cent of the total. Vocational guidance is considered an objective in only 43 schools, or 26.9 per cent, while recreational or leisure time guidance seems worth attempting in only 29, or 18.1 per cent of the schools reporting. Last place on the list falls to deliberate attempts to enrich the curriculum in other respects by means of homeroom programs, an objective reported by only 20 schools, or 12.5 per cent of the total. Seven schools made no answer, meaning to convey, perhaps, that they have no conscious objectives whatever, while 8 others added to the list eight objectives under other names, most of which would properly come under some of those previously listed. One school included as an ob-

[illegible] as an objective. It is the only objective listed by 37 schools, or 18.8 per cent of the total. No other objective is common to such more than half of the schools reporting. Orientation to school life and training basic subjects with 24, or 12.1 per cent, closely followed by general guidance with 22, or 10.1 per cent, and vocational guidance with 22, or 10.6 per cent. Next in frequency are curriculum social relations, with 17, or 8.5 per cent. The objective of furnishing an opportunity for pupils to participate in the extracurricular possibilities of the school with 16 schools, or 8.1 per cent reporting this as one of their purposes, and moral guidance with 16, or 8.0 per cent. Health guidance was indicated by 10 schools, or 5.0 per cent. The objective of a place for the fraternization of american public opinion was reported by 6 schools, or 3.1 per cent of the total. Vocational guidance is considered as objective in only 42 schools, or 20.9 per cent, while conservation of interest from guidance whose right attraction is only 3%, or 1.5 per cent of the schools reporting. Last place on the list relate to delinquent attempts to social the curriculum in order respond by means of diversed programs, as objective reported by only 2% schools, or 1.0 per cent of the total. Seven schools made no answer, meaning to survey, perhaps, but they have no specific objectives whatever, while 3 others added to the list eight objectives under other heads, most of which would properly come under some of those previously listed. The school included in so-

jective "Meeting legal requirement for Scripture reading and prayer."

Some interesting comments accompanied replies to this question. One principal expressed the opinion that the list was altogether too broad and that the homeroom should be nothing more than a place to create a feeling of co-operative understanding between the teacher and the pupil. Others, particularly in some of the larger schools, reported that many of the objectives mentioned are the objectives of regular guidance organizations which are set up apart from the homeroom plan. These were frequently the schools that reported the administrative objective only.

There is also occasional evidence in the returns to warrant the belief that some principals were checking objectives which they felt to be theoretically sound, or desirable, or which might by some stretch of imagination be read into the activities of their homerooms rather than the objectives for which they are consciously striving. Such comments as "a little of everything", "occasionally", "not much of this", "in some rooms", "varies with different teachers", and others of similar nature indicate the hazy condition of the objectives in many schools. Furthermore, the answers checked in succeeding questions are often at variance with the objectives avowed in this part of the questionnaire.

There seem to be three general patterns found in the objectives of Massachusetts high schools in their

homeroom organization. Some of them, less than 20 per cent, are definitely organized for administrative purposes only and make no pretense of doing anything else. Others, including perhaps 50 per cent, are just as definitely organized not only for administration but also for a program of guidance and citizenship participation. The other 30 per cent are organized primarily for administrative purposes but claim a variety of objectives probably as a result of occasional and desultory activity rather than as a result of purposeful planning.

Summary

Over 86 per cent of the schools returning the questionnaire reported that they have a homeroom organization, although there is little agreement as to purposes and practices.

Over 90 per cent of these schools use the homeroom as an administrative unit, and almost one-fifth of them report no other purpose. Some claim other objectives, but give evidence of using the homeroom chiefly for administration. About one-half have apparently set up other objectives and made definite efforts to accomplish them.

In addition to the common purpose of administrative efficiency, homerooms are organized largely for the objectives of guidance or of pupil participation in school

business organizations. Some of them, less than 50 per cent, are definitely organized for administrative purposes only and make no pretense of doing anything else. Others, including perhaps 50 per cent, are just as definitely organized not only for administration but also for a program of practice for citizenship participation. The other 50 per cent are organized primarily for administrative purposes but claim a variety of subsidiary purposes as a result of conditions and desirability activity rather than as a result of purposeful planning.

Summary

Over 50 per cent of the schools reporting the questionnaire reported that they have a separate organization, although there is little agreement as to purposes and objectives.

Over 50 per cent of these schools use the homeroom as an administrative unit, and almost one-fifth of them resort to cooperation. Some claim other objectives, but give evidence of using the homeroom solely for administration. About one-half have appointed and up other committees and made definite efforts to encourage study.

In addition to the common purpose of administrative efficiency, homerooms are organized largely for one activities or guidance or social participation in school

citizenship, or both. Scarcely more than one-half have as a "paper" objective any common phase of guidance, and less than half list the citizenship objective.

The most common forms of guidance are orientation, personal guidance, and educational guidance followed in order by social guidance, moral guidance, health guidance, vocational guidance, and recreational guidance.

Curriculum enrichment, as such, is a stated objective in a very limited number of schools.

CHAPTER V

THE ORGANIZATION OF THE HOMEROOM IN MASSACHUSETTS HIGH SCHOOLS

The homeroom organizations functioning in the high schools of Massachusetts vary greatly from school to school in some details and show great similarity in others.

The Grouping of Pupils

Table IV shows the methods used for grouping pupils in homerooms. Organization on the basis of class is almost universal, 95.6 per cent of the returns indicating this practice. Of the 153 schools so reporting, 60, or 37.5 per cent of the entire 160, group the pupils in alphabetical order. Next come 44 schools, or 27.5 per cent, which reported grouping by class without mention of any other consideration. A great many of these are from the ranks of the smaller schools where a room frequently houses an entire class, or two or three classes, or the entire school. The class groups are broken up by curriculums rather than alphabetically in 21 schools, or 13.1 per cent of the total, while random selection within the class is the practice in 15 schools, or 9.5 per cent. The sexes within the class are segregated in 9 schools, or 5.6 per cent, while intelligence quotients and foreign language electives are the determining factors in one school each. One principal reported that the class is the basis but that no two pupils of the same name are as-

TABLE IV

THE METHODS USED FOR GROUPING PUPILS IN HOMEROOMS IN 160 HIGH SCHOOLS

Method of Grouping	Number of Schools	Percentage of Schools
By class, in alphabetical order	60	37.5
By class, without mention of other consideration	44	27.5
By class, and by curriculum within the class	21	13.1
By class, and random selection within the class	15	9.5
By class, and by sex within the class	9	5.6
By class, and by intelligence quotients or ability rating within the class	1	0.6
By class, and according to foreign language elective	1	0.6
By class, but with no two of the same name in the same room	1	0.6
By class, in combinations of alphabetical order, first period recitations, and chronological age	1	0.6
By curriculum, regardless of class	5	3.2
By sex, regardless of class	1	0.6
With some of each curriculum in each room regardless of class	1	0.6
Total number grouped basically by class	153	95.6
Total number grouped basically without consideration of class	7	4.4
Total	160	100.0

TABLE 17

THE METHODS USED FOR MEETING PUPILS IN HOMEROOM "A" IN HIGH SCHOOLS

Method by Grades	Number of Schools	Percentage of Schools
By grades, in alphabetical order	80	57.3
By class, without regard to other considerations	44	31.4
By class, but by consulting within the class	31	22.1
By class, but random selection within the class	19	13.6
By class, and by sex within the class	9	6.4
By class, and by intelligence quotients or ability within the class	3	2.1
By class, but according to interest in language elective	1	0.7
By class, but with no use of the same page twice	1	0.7
By class, in combinations of alphabetical order, first period, residences, and mechanical aids	1	0.7
By curriculum, regardless of class	5	3.6
By sex, regardless of class	1	0.7
With aids of pictures, cards in each room regardless of class	1	0.7
Total number reported randomly by class	150	98.2
Total number reported purposely without consideration of class	7	4.8
Total	150	100.0

signed to the same room, a relief, undoubtedly, for both pupils and teachers in rooms that might otherwise be made up almost exclusively of Smiths or Joneses. Still another school reported a combination of alphabetical order, first period recitation, and chronological age, although it is difficult to understand exactly what was meant by this reply. The 21 schools reporting the curriculum as the controlling factor within the class included 6 that assign pupils alphabetically within the curriculum, 3 that group by intelligence quotients or ability ratings, and 3 that segregate the sexes in the given curriculum. These are, of course, schools large enough to make such further refinement of classification practical.

The 7 schools, or 4.4 per cent, which do not use the class as a basis for grouping are made up of 5 which group by curriculum only, 1 which groups by sexes, and 1 which makes a point of including some in each curriculum in every room.

Conspicuously missing from the list are the practices of grouping according to first period recitation groups, according to the school from which the pupil came, according to extra-curricular interest, or according to chronological age, all plans which are mentioned in the literature of the homeroom.

The situation just described is one which has evidently grown without planning in most schools, aided by

alysis to the same group, a child, characteristically, for look particle and increase in some least logical otherwise in case an closed artificially of Battle to lessons. Will and not in school supported a combination of alphabet and report, first period realities, and chronological age, although it is difficult to determine exactly how far equal to this fact. The 21 schools according the criterion is the possible factor within the close in-closed a that every pupils separately within the particular, 2 that grade by intelligence quotients or ability tested, and 3 that as regards the score in the given curriculum. These are, of course, subjects large enough to make much further refinement of classifica-tion practical.

The 7 schools, or 3.4 per cent, which do not use the class as a basis for grouping, are made up of 2 which group by curriculum only, 1 which groups by score, and 1 which makes a point of including some in each criterion in every case.

Geographically aloof from the 21st are the prac-tices of grouping according to first period realization groups, according to the school from which the pupil came, according to extra-curricular interest, or according to an emotional age. All these notes are additions to the literature of the research.

The situation just described is one which has evi-dently grown without planned or in most schools, aided by

the fact that it facilitates the efficient performance of administrative routine. The existence of schools in every stage of development contributes to the belief that in most cases when the school became too large to fit into a single room entire classes were removed to other rooms until each class was a unit in itself. Further growth meant further sub-division which was accomplished either by alphabetical division or by division into curriculums. As these last became too large to include an entire curriculum in a given room, it became necessary to sub-divide further. The schools grouping by curriculum, sex, or ability may have done so in an effort to further the guidance objective or simply as an aid to administrative efficiency.

The Size of Homeroom Groups

Table V shows that the size of homeroom groups varies greatly, 22 schools, or 13.8 per cent, reporting rather vague figures ranging from as low as 10 to as high as 160, although no one school reported both extremes. The indications are that in most cases, the size of the group is determined by the capacity of the room, 5 schools reporting only "room capacity" instead of figures. The schools that reported definite figures revealed the size of their typical or usual homerooms to range from 20 to 55, 30 schools, or 18.7 per cent of the total, reporting 30-34, and 52 schools, or 32.5 per cent, reporting 35-39. Four schools did not answer.

the lack thus it facilitates the efficient functioning of administrative routine. The existence of schools in every stage of development contributes to the belief that in most cases when the unit became too large to fit into a single zone entire classes were removed to other zones until each class was a unit in itself. Further growth meant further sub-division which was accomplished either by algebraical division or by division into centralized. As these last become too large to maintain an entire curriculum in a given zone, it became necessary to sub-divide further. The schools growing in strictness, age, or ability may have come as an effort to instruct the pupils subjective or simply as an aid to administrative efficiency.

The Size of Schools Studied

Table V shows that the size of American schools varies greatly, 25 schools, or 16.6 per cent, reporting rather large figures ranging from as low as 10 to as high as 140, although no one school reported both extremes. The instructions are exact in this case, the size of the group is determined by the capacity of the room, a school reporting only "room capacity" instead of figures. The schools that reported estimated figures revealed the size of their typical or ideal classroom to range from 20 to 35, 30 schools, or 19.7 per cent of the total, reporting 30-34, and 19 schools, or 12.6 per cent, reporting 25-29. Four schools did not answer.

The median lies in the 35-39 range, 51.2 per cent fall between 30 and 39, and 75 per cent fall between 25 and 44. The typical homeroom, then, is a group of from 30 to 40 pupils of the same class, usually without further refinement of classification.

TABLE V

THE SIZE OF HOMEROOM GROUPS IN 160 HIGH SCHOOLS

Usual Size of Homeroom Group	Number of Schools	Percentage of Schools
20-24	2	1.3
25-29	15	9.4
30-34	30	18.7
35-39	52	32.5
40-44	23	14.4
45-49	6	3.7
50-54	1	0.6
Room capacity	5	3.1
Ranging from 10 to 160	22	13.8
No answer	4	2.5
Total	160	100.0

The Status of the Teacher

In the great majority of schools, the teacher remains with the homeroom group only one year, according to Table VI, which shows 142 schools, or 88.8 per cent, reporting this practice. Two schools, or 1.3 per cent, both with semi-annual promotion systems, change teachers every semester. Four schools, or 2.5 per cent, indicated

The modal line is the 35-39 range, 31.2 per cent fall between 30 and 39, and 53 per cent fall between 25 and 44. The typical American, then, is a group of from 30 to 40 pounds of the same class, usually without further refinement of classification.

TABLE V

THE SIZE OF MONTROSE BOILER
IN THE LIST PROCESS

Weight class of Montrose boiler	Number of Boilers	Per cent of boilers
30-34	3	2.0
35-39	15	9.4
40-44	30	18.7
45-49	52	32.5
50-54	32	19.9
55-59	9	5.7
60-64	1	0.6
Room capacity	8	5.4
Hoopers from 10 to 100	22	13.8
No answer	8	5.0
Total	160	100.0

The Source of the Tumbler

In the great majority of boilers, the tumbler remains with the hopper-grading only one year, according to Table VI, which shows 142 boilers, or 89.3 per cent, reporting same practice. Two schools, or 1.3 per cent, stick with semi-annual promotion system, during twenty-seven years service. Four schools, or 2.5 per cent, indicated

more than one year, but did not go into further detail. One reported that at the end of the freshman year the group gets a new teacher who remains through the next three years. Eight schools, or 5 per cent, try to keep the same teacher with the group through the entire school career, although several qualified the report with the statement "as far as is administratively possible." No school reported the practice, mentioned in some of the literature, of keeping the group with the same teacher through the first three years and assigning it to a specialized senior sponsor for the final year. Three schools made no reply.

TABLE VI

THE LENGTH OF TIME THE TEACHER REMAINS WITH THE SAME HOMEROOM GROUP IN 160 HIGH SCHOOLS

Time Remaining With Homeroom Group	Number of Schools	Percentage of Schools
One semester	2	1.3
One year	142	88.8
More than one year	4	2.5
Last three years	1	0.6
Entire school career	8	5.0
No answer	3	1.8
Total	160	100.0

Since teachers in 144 schools change room groups from year to year or from semester to semester, it is significant to know whether or not they are re-assigned

were less than one year, but are not in two figures usual. One teacher left at the end of the fourteen year the group gave a new teacher who teaches through the next three years. Eight schools, or 8 per cent, try to keep the same teacher with the group through the entire school career, although several qualified the report with the statement "as far as is practically possible." Six schools reported the practice, continued in some of the literature, of changing the group with the same teacher through the first three years and keeping it to a specialized junior teacher for the final year. These schools take no reply.

TABLE VI

THE LENGTH OF TIME THE TEACHER REMAINS
WITH THE SAME SCHOOLING GROUP
IN 160 JUNIOR SCHOOLS

Time the Teacher Stays With Schooling Group	Number of Schools	Percentage
One semester	2	1.2
One year	143	89.4
More than one year	4	2.5
Last three years	1	0.6
Entire school career	8	5.0
No answer	2	1.2
Total	160	100.0

Since according to this schedule changes took place from one to four or five members to remember, it is statistical to know whether or not this was re-assigned

to pupils of the same grade as before, thereby creating a degree of expertness in dealing with pupils of that grade. Table VII shows that 76 schools, or 52.8 per cent of the entire number, have such a regular practice while 55, or 38.2 per cent, have not. No answer was received from 13 schools, indicating probably a lack of any definite policy in the matter.

TABLE VII

THE EXTENT TO WHICH TEACHERS REMAIN IN HOMEROOMS OF THE SAME GRADE IN 144 HIGH SCHOOLS WHICH REPORTED THAT TEACHERS CHANGE ROOM GROUPS EACH SEMESTER OR YEAR

	Number of Schools	Percentage of Schools
Number of schools reporting that teachers remain with pupils of the same grade	76	52.8
Number of schools reporting that they have no regular policy of keeping teachers with pupils of the same grade	55	38.2
No answer	13	9.0
Total	144	100.0

The Frequency of Homeroom Sessions

The frequency with which homerooms assembly is shown in Table VIII. A scattered number of schools, 9 in all, report meetings less frequent than every day while 90 schools, or 56.2 per cent, report a daily assembly of the homeroom group. Twelve schools range

so low in of the same grade as before, thereby correcting a number of inaccuracies in dealing with acidity of that grade. Table VII shows that 74 schools, or 28.8 per cent of the entire number, have such a regular practice with-28, or 38.2 per cent, have not. In answer has received from 12 schools, indicating probably a lack of a definite policy in the matter.

TABLE VII

THE EXTENT TO WHICH TEACHERS REPORT TO DEPARTURE OF THE SAME GRADE IN THE NEXT SCHOOLING WITH REGARD TO THAT PRACTICE DURING CHANGE FROM UNIFORM SAME PROCEDURE OF THEM

	Number	Percentage of Schools
Number of schools adopting the same teachers remain with pupils of the same grade	74	28.8
Number of schools adopting the policy of keeping teachers with pupils of the same grade	98	38.2
No answer	12	4.7
Total	184	100.0

The frequency of in-grade promotion

The frequency with which failures occur is shown in table VIII. A material number of schools, 9 in all, report monthly less frequent than every day while 30 schools, or 11.7 per cent, report a daily frequency of the numerous grade. Twelve schools indic

through 6, 7, 8, and 9 meetings with 32, or 20 per cent, reporting 10 such meetings. Seven schools reported 15 meetings per week, and 1 reported 20. Nine schools failed to answer the question.

TABLE VIII

THE FREQUENCE WITH WHICH HOMEROOM GROUPS ASSEMBLE IN 160 HIGH SCHOOLS

Number of Different Home-room Periods Per Week	Number of Schools	Percentage of Schools
One	2	1.3
Two	1	0.6
Three	3	1.9
Four	3	1.9
Five	90	56.2
Six	7	4.4
Seven	2	1.3
Eight	3	1.9
Nine	0	0.0
Ten	32	20.0
Fifteen	7	4.4
Twenty	1	0.6
No answer	9	5.5
Total	160	100.0

The schools reporting 10, 15 and 20 meetings per week were schools in which were included the time at the start and at the close of the day, as well as just before

The schools reporting 10, 15 and 20 pupils per week were schools in which were included the time of the start and at the close of the day, as well as just before

or after recess or lunch period, when pupils return to the homeroom only momentarily. There is some doubt as to whether the schools reporting less than a daily meeting have made their reports on the same basis as the others, since most of them also reported attendance-taking as one of the duties of the room teacher. The evidence seems to be that in practically all schools the group gets together at least once during the school day for some purpose.

The Length of Homeroom Periods

Table IX shows the number of minutes per week devoted to homeroom activity. This ranges from 20-29 minutes in 14 schools at one end of the list to 220-229 minutes in 2 schools at the other end, with schools listed in practically all of the 10 minute intervals between these two extremes. There seems to be no central tendency whatever, the largest number, 25 schools, or 15.5 per cent, falling into the 50-59 minute group, the median being in the 70-79 minute interval, and the average being between 85 and 95 minutes. These figures are of little value because of the fact that the schools with one, two and three daily homeroom sessions are scattered all through the table. Many of the figures in the lower part of the table undoubtedly represent a period of only several minutes in length, used entirely for attendance purposes.

or after tropics or lands, perhaps, when media reached to the monsoons only occasionally. There is some doubt as to whether the notopia requiring lines that a daily contact have made their origin on the same basis as the others, since most of them also involve alternations depending on one of the media of the tropic monsoon. The evidence seems to be that in practically all concepts the stage with the water at least once during the season may for some reason.

Variation on Monsoon Pattern

While it shows the number of days of the year that rotation in monsoon activity. This ranges from 20-30 minutes in the morning at one end of the list to 60-65 minutes in a concept at the other end. With concepts listed in parentheses is the only one in which a tropical interval, there has been a change. This seems to be an overall tendency wherever, the longest minutes, 55 minutes, or 45 for some, falling after the 1-2 minute period. The median period is one 20-30 minute interval, leaving average using or when 30 and 40 minutes. These figures are of little value because of the fact that the monsoon was one, and not more than fully accounting for the activities all through the tropics. Many of the figures for the lower part of the list, consisting of monsoons of only several minutes in length, need further further confirmed evidence.

TABLE IX

NUMBER OF MINUTES PER WEEK DEVOTED TO HOME-ROOM ACTIVITIES IN 160 HIGH SCHOOLS

Number of Minutes Per Week	Number of Schools	Percentage of Schools
20-29	14	8.7
30-39	5	3.1
40-49	15	9.4
50-59	25	15.5
60-69	11	6.9
70-79	18	11.3
80-89	7	4.4
90-99	1	0.6
100-109	10	6.3
110-119	3	1.9
120-129	9	5.6
130-139	3	1.9
140-149	1	0.6
150-159	3	1.9
160-169	0	0.0
170-179	3	1.9
180-189	0	0.0
190-199	0	0.0
200-209	13	8.1
210-219	3	1.9
220-229	2	1.3
No answer	14	8.7
Total	160	100.0

A further analysis was needed in order to ascertain which schools are allotting periods of sufficient length for more sustained work than would be possible in a 5 or 10-minute period at the beginning or end of the day. Twenty minutes was arbitrarily set as the shortest time that would be considered as such a period, and Table X shows the situation from this viewpoint.

TABLE X

THE NUMBER OF HIGH SCHOOLS HAVING A HOMEROOM PERIOD OF 20 MINUTES OR LONGER, AND THE FREQUENCY WITH WHICH THESE PERIODS ARE HELD

Frequency of Lengthened Periods	Number of Schools	Percentage of Schools
Daily	29	18.1
Four times each week	2	1.3
Three times each week	6	3.8
Twice each week	6	3.8
Weekly	29	18.1
Bi-weekly	3	1.8
Monthly	2	1.3
Irregularly	5	3.1
Total number having some lengthened period	82	51.3
None	78	48.7
Total	160	100.0

The 160 schools are almost evenly divided, 82, or 51.3 per cent, having such periods, and 78, or 48.7 per cent, reporting to the contrary. When frequency of meet-

A further inquiry was made in order to ascertain which schools are likely to receive visits of instructors from more satisfactory than would be possible in a 5 or 10-minute period. The questions in regard to the use of the Bailey Science Library were analyzed, and as the short-cut type form seems to correspond to reality, see Table I above the discussion from questionnaire.

TABLE X

THE NUMBER OF TIMES FOR THE DAYTON A SCIENCE LIBRARY
OF 20 WRITERS OF 5 TYPES, AND THE NUMBER
OF 1 SCHOOL TYPES REPORTED AS THE

Frequency of Instructional Visits	Number of Schools	Percentage
Daily	29	18.1
Four times each week	8	5.0
Three times each week	8	5.0
Twice each week	2	1.2
Weekly	22	13.8
Bi-weekly	3	1.9
Monthly	2	1.2
Irregularly	5	3.1
Total number having some Laboratory period	80	50.3
None	79	49.7
Total	159	100.0

The 159 schools are distributed nearly alike, as to 7.5 per cent, having each periods, and 75, or 47.2 per cent, reporting no use of the laboratory. Even frequency of instr-

ing is considered, 29 schools, or 18.1 per cent of the entire 160, are found to hold these extended sessions daily, 2, or 1.3 per cent, have 4 each week, 6, or 3.8 per cent, have 3, and the same number have 2. The weekly session is the practice in 29 schools, or 18.1 per cent, while 3 schools, or 1.8 per cent, reported bi-weekly meetings, and 2, or 1.3 per cent, monthly meetings. There were 5 schools which reported long periods at irregular intervals. Out of the 82 schools reporting such periods, 72 have at least one each week.

TABLE XI

THE LENGTH OF THE EXTENDED HOMEROOM PERIOD IN 82 HIGH SCHOOLS REPORTING SUCH PERIODS

Number of Minutes	Number of Schools	Percentage of Schools
20-24	5	6.1
25-29	8	9.7
30-34	7	8.5
35-39	10	12.3
40-44	35	42.7
45-49	11	13.5
50-54	4	4.8
55-59	0	0.0
60-64	1	1.2
65-69	0	0.0
70-75	1	1.2
Total	82	100.0

The length of these periods, as indicated in Table XI, varies from 20 to 75 minutes. The most common length is

from 40 to 44 minutes, 35 schools, or 42.7 per cent of the 82, having such periods, reporting this length. The median also lies in this interval, and the average lies just below it. One finds 56 schools, or 68.5 per cent of the 82, with periods between 35 and 49 minutes each, so it would seem that in most schools this lengthened session represents a regular period of the schedule.

The Time of the Homeroom Period

The schools which devote a special period to the activities of the homeroom are not agreed as to the time of day in which it should come.

TABLE XII

THE TIME DURING THE SCHOOL DAY IN WHICH LENGTHENED HOMEROOM PERIODS ARE HELD IN 82 HIGH SCHOOLS

Place in the Daily Schedule	Number of Schools	Percentage of Schools
Beginning of day	43	52.5
Third period	6	7.3
Fourth period	1	1.2
Fifth period	2	2.4
Sixth period	1	1.2
Before or after lunch period	13	15.8
At close of school	11	13.5
Irregularly	5	6.1
Total	82	100.0

Table XII shows that 43 of them, or 52.5 per cent, place it at the beginning of the day, and 11, or 13.5 per cent, at the close of the day. The break offered by the

from 90 to 45 minutes, 60 seconds, or 45.7 per cent of the 98, having some periods, according with Tempo.

The median also lies in this interval, and the average also lies within it. One finds 2 minutes, or 3.1 per cent of the 65, with periods between 45 and 40 minutes each. So it would seem that in most schools this length of one session represents a regular period of instruction.

The Time of the Morning Period

The schools which devote a special period to the activities of the morning are not agreed as to the time of day in which it should come.

TABLE XII

THE TIME SPENT IN THE SCHOOL AT THE SCHOOL DEVOTED MORNING EXERCISES AND ALSO TO ONE OTHER SUBJECT

Time	No.	Per Cent
Beginning of day	40	38.5
Third period	8	7.6
Fourth period	1	1.0
Fifth period	8	7.6
Sixth period	1	1.0
Before or after lunch period	19	18.3
At close of school	11	10.6
Irregularity	16	15.4
Total	104	100.0

Table XII shows that 40 of them, or 38.5 per cent, place it at the beginning of the day, and 19, or 18.3 per cent, at the close of the day. The times cited by the

lunch period is utilized in 13 schools, or 15.8 per cent, some reporting the time just before it, some just after it, and some, with several lunch periods, assigning part of the school to homeroom sessions while the other part is in the lunch room, reversing the process for the other half of the lunch recess. These, however, are often schools which apparently use this 20 to 30 minute period daily for study or routine purposes. Still other schools reported the third, fourth, fifth, and sixth periods as homeroom time, the third being mentioned most frequently. Five schools reported that their irregular periods are not given a fixed place in the schedule.

Homeroom Officers and Committees

With less than half of the schools making the homeroom a place for the practice of citizenship, one is not surprised at the information yielded by Table XIII, which shows the number of schools in which homeroom officers are elected.

TABLE XIII

THE NUMBER OF HIGH SCHOOLS IN WHICH HOMEROOM OFFICERS ARE ELECTED

	Number of Schools	Percentage of Schools
Number of schools electing homeroom officers	90	56.3
Number of schools in which no homeroom officers are elected	70	43.7
Total	160	100.0

Junior period, as defined in the Bulletin, is 10.4 per cent, more concerning the time just before it, more just after it, and none, with several Junior sections, during most part of the school to generous amounts while the other part is in the Junior form, covering the process for the other half of the Junior period. There, however, are often schools which practically use-into 8 to 30 minute periods only for study or special purposes. Still other schools separated the units. Fourth, fifty one and a-half percent of Junior Lab. and third or 34 percent meet frequently. Also some schools reported that their laboratory periods are now given a fixed place in the schedule.

Laboratory Difficulties and Advantages

More than half of the schools report the Junior room a place for the practice of citizenship, one in both subjects as the advantages listed by Table XIII, which shows the number of schools in which Junior offices are elected.

TABLE XIII

THE PLACE OF THE JUNIOR OFFICER IN SCHOOL
DURING JUNIOR LAB. AND LIBRARY

	Number	Percentage
Number of schools electing Junior officers	30	54.5
Number of schools in which Junior officers are elected	25	45.5
Total	55	100.0

Here again, they are quite evenly divided, 90, or 56.3 per cent, reporting the practice of electing officers and 70, or 43.7 per cent, reporting no such practice.

Table XIV shows the officers which are elected in the 90 schools reporting a system of room officers. The most common official is the Student Council representative, elected in 67, or 74.4 per cent, of these 90 schools. Presidents are naturally the most common aside from this representative, being found in 49 schools, or 54.4 per cent. Some of the others listed in the table are obviously presiding officers under other names. Vice-presidents are slightly less frequent, holding office in 44 schools, or 48.8 per cent. Secretaries are somewhat more common being elected in 47 schools, or 52.2 per cent, with treasurers dropping off to 41 schools, or 45.6 per cent, although 4 schools report the last two offices combined into one. Seven schools, or 7.7 per cent, have thrift officers while another reported a banker. Eight schools, or 8.8 per cent, have ticket-sellers. Only 1 school has a chaplain. Two schools have cheer-leaders in each room. Three call their presiding officer the chairman, and 2 have marshalls. Two have a representative of the school paper. A variety of names - vice-chairman, collector, director, captain, lieutenant, recorder, manager, assistant manager, Red Cross representative, traffic officer, news reporter, director of student activity and general organization agent, all appear once each and are

Here again, they are quite evenly divided, 50, or 50.0 per cent, reporting the practice of electing officers and 70, or 12.7 per cent, reporting no such practice.

Table XIV shows the officers which are elected in the 90 schools reporting a system of pupil officers. The most common officers in the student council vary considerably, ranging from 67, or 74.4 per cent, of these 90 schools. Similarly, in determining the most common officers from this representative, junior class is in schools, or 54.4 per cent. Some of the others listed on the table are obviously presiding officers under other names. The presidents are elected last January, holding office in 47 schools, or 52.2 per cent. Secretaries are elected more common being elected in 47 schools, or 52.2 per cent, with treasurers elected in 41 schools, or 45.6 per cent, although a school reports the last two officers combined into one. Seven schools, or 7.7 per cent, have pupil officers while another reported a dean. Eight schools, or 8.8 per cent, have vice-presidents. Only 2 report has a chaplain. Two schools have sergeant-at-arms. Three each have reporting officers and assistant, and 2 have marshals. The data a variety of other - vice-chairman, collector, director, captain, lieutenant, treasurer, manager, assistant manager, net dues representative, prefect or floor, news reporter, director of athletic activity and general organization agent, all appear once each and are

TABLE XIV

THE HOMEROOM OFFICERS ELECTED IN 90 HIGH SCHOOLS REPORTING SUCH ELECTIONS

Title of Office	Number of Schools	Percentage of Schools
Representative to student council	67	74.4
President	49	54.4
Vice president	44	48.8
Secretary	47	52.2
Treasurer	41	45.6
Secretary-treasurer, combined	4	4.4
Cheer leader	2	2.2
Thrift officer	7	7.7
Ticket seller	8	8.8
Chaplain	1	1.1
Banker	1	1.1
Chairman	3	3.3
Vice chairman	1	1.1
Collector	1	1.1
Director	1	1.1
Marshall	2	2.2
Captain	1	1.1
Lieutenant	1	1.1
Recorder	1	1.1
Manager	1	1.1
Assistant manager	1	1.1
Representative to Red Cross	1	1.1

TABLE XIV

THE HUNTSDOWN SENIORITY ELECTED IN 20 HIGH SCHOOLS
REPORTING HIGH ELECTIONS

Title of Office	Number of Schools	Percentage of Schools
Representative to student council	47	94.0
President	42	84.0
Vice president	34	68.0
Secretary	27	54.0
Treasurer	21	42.0
Secretary-treasurer, combined	4	8.0
Cheer leader	3	6.0
Party officer	3	6.0
Ticket seller	3	6.0
Chaplain	1	2.0
Editor	1	2.0
Coach	1	2.0
Vice president	1	2.0
Collector	1	2.0
Minutes	1	2.0
Marshall	1	2.0
Captain	1	2.0
Lieutenant	1	2.0
Sponsor	1	2.0
Sergeant	1	2.0
Assistant manager	1	2.0
Representative to Red Cross	1	2.0

TABLE XIV

(continued)

THE HOMEROOM OFFICERS ELECTED IN 90 HIGH SCHOOLS REPORTING SUCH ELECTIONS

Title of Office	Number of Schools	Percentage of Schools
Representative to school magazine	2	2.2
Traffic officer	1	1.1
News reporter	1	1.1
Director of student activity society	1	1.1
General organization agent	1	1.1
Varying from room to room	3	3.3

self-explanatory. Three schools reported that the officers vary from room to room.

TABLE XV

THE STATUS OF STUDENT COUNCIL REPRESENTATIVES IN 67 HIGH SCHOOLS REPORTING THE HOMEROOM AS THE BASIS OF ELECTION TO THIS BODY

Status of Representative	Number of Schools	Percentage of Schools
President serves as student council representative	13	19.4
Special officer serves	44	65.7
Both president and special officer serve	1	1.5
No answer	9	13.4
Total	67	100.0

In the 67 schools which use the homeroom as a basis for representation in the Student Council, the homeroom

is represented by the presiding officer in 13, or 19.4 per cent, according to Table XV. A special officer is elected in 44 schools, or 65.7 per cent of the cases. In one school, both the president and a special representative serve in this capacity. Nine schools failed to answer the question.

TABLE XVI

THE TENURE OF HOMEROOM OFFICERS IN 90 HIGH SCHOOLS REPORTING THE ELECTION OF SUCH OFFICERS

Length of Term of Office	Number of Schools	Percentage of Schools
One semester	9	10.0
One year	78	86.7
No answer	3	3.3
Total	90	100.0

Table XVI shows that these officers are usually elected for one year, this being true in 78 cases, or 86.7 per cent of the number electing officers. One semester is the term in 9 schools, or 10 per cent. Three schools made no reply. One wonders if the practice of annual, rather than the semi-annual elections, is not losing one-half the opportunity for sharing the citizenship responsibilities of the group.

A similar opportunity seems to be overlooked in the situation shown in Table XVII which indicates the practice with respect to homeroom committees. Only 54 schools, or 33.8 per cent, have such committees, 106,

or 66.2 per cent, being without them.

TABLE XVII

THE NUMBER OF HIGH SCHOOLS IN WHICH HOMEROOM COMMITTEES ARE ELECTED

	Number of Schools	Percentage of Schools
Number of schools electing homeroom committees	54	33.8
Number of schools in which no homeroom committees are elected	106	66.2
Total	160	100.0

These committees are listed in Table XVIII and are of great variety. Twenty-five different kinds of committees are mentioned. The most common are those appointed for special programs, found in 23 schools, or 42.6 per cent of the 54 reporting the use of committee organization. Second place is given to the housekeeping committee, appearing in 20 schools, or 37 per cent. Athletic committees are found in 18 schools, or 33.3 per cent, and social committees in 16, or 29.6 per cent. There is a wide gap between these four and the others ranging in order through the following: publicity - 9, thrift - 8, citizenship - 8, welfare - 7, dramatics - 7, literary - 6, scholarship - 5, discipline - 5, current events - 4, manners and conduct - 3, health - 3, debating - 3, booster - 2, excursions - 2, charity - 2, lunchroom - 2, bulletin board - 1, general - 1, sick - 1,

or 0.3 per cent, being almost zero.

TABLE XVII

THE NUMBER OF MINOR SYMPTOMS IN ADVICE
RANDOMLY CHOSEN AT CENTRES

Number of minor symptoms	Number of advices	Percentage
Number of advices giving no minor conditions	0	0.0
Number of advices in which no minor conditions are discussed	1000	99.7
Total	1000	100.0

These conditions are listed in Table XVIII and are of great variety. Twenty-five different kinds of conditions are mentioned. Ten and twenty are some sympoints for diseases problems, (each in 20 advices, or 2.0 per cent) or the support and the use of commission relationship. Seven point is given to the bookkeeping conditions, appearing in 20 advices, or 2.0 per cent. Athletic conditions are found in 18 advices, or 1.8 per cent, and social conditions in 16, or 1.6 per cent. There is a wide range between these and the others ranging in order as follows: punctuality - 9, dirty - 6, stylistic - 5, matrix - 3, grammatical - 3, literary - 3, mechanics - 2, diagram - 2, spacing errors - 2, accurate and complete - 1, health - 1, neatness - 1, header - 2, expressions - 2, neatness - 2, tabulations - 2, bulletin board - 1, neatness - 1, ends - 1,

TABLE XVIII

THE HOMEROOM COMMITTEES ELECTED IN 54 HIGH SCHOOLS REPORTING THIS PRACTICE, ARRANGED IN ORDER OF FREQUENCY

Name of Committee	Number of Schools	Percentage of Schools
Special programs	23	42.6
Good housekeeping	20	37.0
Athletics	18	33.3
Social	16	29.6
Publicity	9	16.6
Thrift	8	14.8
Citizenship	8	14.8
Welfare	7	13.0
Dramatics	7	13.0
Literary	6	11.1
Scholarship	5	9.2
Discipline	5	9.2
Current events	4	7.4
Manners and conduct	3	5.5
Health	3	5.5
Debating	3	5.5
Booster	2	3.7
Excursions	2	3.7
Charity	2	3.7
Lunchroom	2	3.7
Bulletin board	1	1.8
General	1	1.8
Sick	1	1.8
Statistics	1	1.8
School paper	1	1.8
Varies from room to room	1	1.8

statistics - 1, and school paper - 1. One school reported that committees vary from room to room. The only committee mentioned in the questionnaire which was not checked by some school was the art committee.

Summary

The homeroom in Massachusetts high schools is most commonly a group of 30 to 40 pupils of both sexes from the same class, arranged alphabetically in the larger schools, and frequently, when the size of the school warrants further refinement of classification, by curriculums. Occasionally the sexes are separated.

It is presided over by a teacher who usually remains one year with the group and who in about half the schools is assigned for the following year to another group of the same grade, thus securing some degree of expertness in the problems of a single grade. In a few schools, an effort is being made to secure continuity of guidance by keeping the same teacher with a given group throughout its entire school career.

In practically all schools, these room groups assemble at least once daily, often two or even three times although in nearly half of the schools they meet for only a few minutes each time. This is in keeping with the data in the previous chapter, showing an administrative objective in practically all schools and a guidance objective for only about half of them.

relationships - a real school spirit - a. One school re-
ported that scholarships were very rare due to poverty. The only
conditions mentioned in the general question which were not
modified by local school and city organizations.

Summary.

The monitors in Kansas operate high schools in most
community groups of 50 or 60 pupils or more across from
the same class, attended especially in the larger
schools, and frequently, when the size of the school
warrants the best assignment of classification, by sur-
rounding. Occasionally the tasks are separate.

It is presided over by a teacher who usually re-
mains one year with the group and who in about half the
schools is assigned for the following year to another
group of the same grade, thus carrying some degree of
responsibility in the problems of a single class. In a few
schools, a district is being made to secure continuity
of guidance by keeping the same teacher with a given
group throughout its entire school career.

In practically all schools, there are various re-
sources at least once daily, using all or even more class
periods in a week. This is varying with the
ratio in the previous answer, showing an administrative
objective to practically all schools and a guidance ob-
jective for fairly about half of them.

Slightly over half of the schools have somewhere in the schedule a homeroom period of at least 20 minutes in length. In over two-thirds of these schools, the length of this period is between 35 and 50 minutes, probably a regular period. In most of the schools, this homeroom period comes at least weekly and half of them have it more frequently, over one-third having it daily. It is held most commonly at the beginning of the day, although it may less frequently come at lunch time or at the close of the session.

Somewhat over half of the schools have homeroom officers, these being president, vice president, secretary and treasurer in about 50 per cent of the cases. Many schools have only officers for particular duties, such as ticket-selling. Two-thirds of these schools, or almost 40 per cent of the entire number, use the homeroom as a basis of representation in the Student Council, and two-thirds of these in turn elect special officers while most of the others let the room president represent them in the legislative body. These officers serve for one year, although a few change every semester.

Only about one-third of the schools make use of homeroom committees, the most common being committees for special programs, good housekeeping, athletics and social activities. Each of these appear in about one-third of this limited number.

Slightly over half of the schools have adopted the school-a morning period of at least 30 minutes in length. In over two-thirds of these schools, the length of this period is between 30 and 60 minutes, probably a regular period. In most of the schools, this morning period occurs at times weekly and half of them have it more frequently, over one-third having it daily. It is held most commonly at the beginning of the day, although it was long frequently occur at lunch time or at the close of the session.

Somewhat over half of the schools have classrooms or-ganized, these being usually, also practical, satis-fact and frequently in about 50 per cent of the cases. Many schools have rooms filled for particular subjects, such as flower-growing. Two-thirds of these schools, or almost 50 per cent of the entire number, use the home-room as a place of representation in the student council, and two-thirds of these in turn elect special officers while most of the others let the room president repre-sent them in the legislative body. These officers serve for one year, although a few change every semester.

Only about one-third of the schools make use of honorary societies, the right reason being specialties for special interests, good scholarship, athletics and social activities. Each of these appears in about one-third of this limited number.

CHAPTER VI

THE ACTIVITIES OF THE HOMEROOM IN MASSACHUSETTS HIGH SCHOOLS

An analysis of the activities carried on in the homeroom period should give some indication of the extent to which schools are trying to attain the objectives claimed. A request was made for copies of any mimeographed or printed materials that might serve to show just what is done in the homeroom period, but as is revealed in Table XIX, such materials are almost non-existent in the high schools of Massachusetts.

TABLE XIX

THE NUMBER OF SCHOOLS WHICH HAVE MANUALS OR OTHER FORMS OF PREPARED MATERIAL INDICATING THEIR HOMEROOM ACTIVITIES

Kind of Material	Number of Schools	Percentage of Schools
Manuals	12	7.5
Bulletins	10	6.3
None	138	86.2
Total	160	100.0

Of the 160 schools reporting homerooms, only 22, or 13.8 per cent, stated that they had any material such as was requested. About half of this number stated that the material was in the form of bulletins. Material of this sort was received by the writer from 13 schools, including his own. One of these sent a printed handbook, another a

printed pamphlet of "General Regulations", 2 included mimeographed handbooks for orientation purposes, while 7 sent mimeographed instruction sheets describing the administrative procedure for homeroom teachers and listing the other duties usually expected of such teachers. Most of them included also suggestions for aiding in the orientation of new pupils. Two schools sent in a list of the topics assigned for the homeroom periods during the year. One school forwarded two mimeographed sheets of questions, leading to a discussion of certain problems of social conduct. The material from one school consisted of several printed leaflets for character development. One school sent in outlines for case conference discussions pointing to the character training objective, prepared for its junior rather than its senior high school. Not one manual worked out in the form of definite assignments planned for specific objectives was found anywhere in the material received except that used in the freshman year in the writer's own school. This situation might imply that the activities of the homeroom are so limited that no elaborate instructions are necessary or that the planning is left to the teacher.

The Planning and Control of the Homeroom Program

Table XX shows somewhat more clearly the agencies which determine the activities carried on in the homeroom.

TABLE XX

THE AGENCIES WHICH DETERMINE THE ACTIVITIES OF THE HOMEROOM PERIOD IN 160 HIGH SCHOOLS

By Whom Determined	Number of Schools	Percentage of Schools
The individual teacher	46	28.7
The principal alone	32	20.0
A combination of the principal and teachers, either individually or in committees, without the assistance of pupils	24	15.0
A combination of principal, teachers and pupils	22	13.7
A combination of teachers and pupils, without the principal	9	5.6
The teacher and the room committee	6	3.8
A committee of teachers	6	3.8
The pupils alone	0	0.0
No answer	15	9.4
Total	160	100.0

This responsibility lies most frequently with the individual teacher alone, a situation which prevails in 46 cases, or 28.7 per cent of the total. The principal alone is the determining agent in 32 schools, or 20 per cent. In 24 schools, 15 per cent, this planning is either done jointly by the principal and the individual teacher or is divided between them. There is nothing in the replies to indicate which situation exists, although

TABLE XX

THE LEADERS WERE ASKED WHETHER THE SUPERVISOR OF THE GUIDANCE MONITOR IS TO BE ADVISED

By who leaving?	Number	Percent
The individual teacher	[illegible]	[illegible]
The principal alone	22	[illegible]
A combination of the teacher and the principal, either jointly or in succession, without the assistance of pupils	34	[illegible]
A combination of principal, teacher and pupils	22	[illegible]
A combination of teacher and pupils, without the principal	3	[illegible]
The teacher and the loco parentis	2	[illegible]
A committee of teachers	8	[illegible]
The pupils alone	0	0.0
No answer	10	[illegible]
Total	100	100.0

This responsibility has been transferred with the individual teacher alone, a situation which prevails in 22 cases, or [illegible] per cent of the total. The principal alone is the determining agent in 22 schools, or 22 per cent. In 34 schools, 34 per cent, the decision is either done jointly by the principal and the individual teacher or in another manner than. There is nothing in the replies to indicate such a situation exists. Although

it seems likely that some activities are specified by the principal and others are dependent on the initiative of the teacher. The pupil appears in the picture in 22 schools, or 13.7 per cent, which reported principal, teacher and pupils all involved in the determination of activities, in 9 schools, or 5.6 per cent, where the teacher and pupils without the principal are active, and in 6 schools, or 3.8 per cent, where the teacher and a committee of pupils confer on plans. A committee of teachers is the determining body in 6 schools. In no case is the planning entirely in the hands of the pupils. Fifteen schools did not reply. It is significant to note that in only about one-quarter of the schools do the pupils have any share in the planning of the program.

TABLE XXI

THE EXTENT TO WHICH PUPILS PARTICIPATE IN PLANNING THE HOMEROOM PROGRAM IN 160 HIGH SCHOOLS

	Number of Schools	Percentage of Schools
Always	7	4.4
Usually	22	13.8
Frequently	23	14.3
Seldom	36	22.5
Never	36	22.5
No answer	36	22.5
Total	160	100.0

It seems likely that such activities are specified by the principal and others are dependent on the initiative of the teacher. The pupil appears in the picture in 22 schools, or 12.7 per cent, which reporters principal, teacher and pupils all involved in the determination of activities, in 3 schools, or 1.8 per cent, where the teacher and pupils without the principal are active, and in 6 schools, or 3.4 per cent, where the teacher has a committee of pupils confer on plans. A committee of teachers is the determining body in 8 schools. In no case is the planning entirely in the hands of the pupils. Fifteen schools did not reply. It is significant to note that in only about one-quarter of the schools do the pupils have any share in the planning of the program.

TABLE XXI

THE EXTENT TO WHICH PUPILS PARTICIPATE
IN PLANNING THE REGULAR SCHOOL
IN THE HIGH SCHOOLS

	Pupils or schools	Percentage of schools
Always	7	4.1
Usually	32	18.8
Frequently	32	18.8
Seldom	63	37.0
Never	36	21.2
No answer	15	8.8
Total	180	100.0

The same situation is suggested by Table XXI which answers the same question when asked from a different angle. Seven schools, or 4.4 per cent, reported that the pupils always participate in the planning of the homeroom program, 22, or 13.8 per cent, that they usually participate and 23, or 14.3 per cent, that they frequently participate. Those in 36 schools, 22.5 per cent, seldom have a hand in the planning, and in the same number of schools, pupils are never consulted. No answer was received from 36 schools. These two tables are evidence that little is being done in the way of attempting to make the homeroom activities meet the needs of the pupils as expressed by the pupils themselves.

TABLE XXII

THE EXTENT TO WHICH PUPILS PRESIDE OVER HOMEROOM SESSIONS IN 160 HIGH SCHOOLS

	Number of Schools	Percentage of Schools
Always	9	5.6
Usually	21	13.1
Frequently	30	18.8
Seldom	27	16.9
Never	39	24.4
No answer	34	21.2
Total	160	100.0

Closely corresponding percentages are found in Table XXII, showing the extent to which pupils preside

over homeroom sessions. Here again, the teacher domination is evident, 9 schools, or 5.6 per cent, reporting that pupils always preside, 21, or 13.1 per cent, that they usually preside, and 30, or 18.8 per cent, that they frequently preside. They seldom preside in 27 schools, or 16.9 per cent, and never take charge in 39, or 24.4 per cent. Again, 34 schools failed to reply. This is not an unexpected showing in view of the fact that only 41.2 per cent of the schools make any claim to the citizenship participation objective.

TABLE XXIII

THE EXTENT TO WHICH PARLIAMENTARY PROCEDURE IS FOLLOWED IN HOMEROOM SESSIONS IN 160 HIGH SCHOOLS

	Number of Schools	Percentage of Schools
Always	9	5.6
Usually	29	18.1
Frequently	14	8.8
Seldom	31	19.4
Never	27	16.9
No answer	50	31.2
Total	160	100.0

Training in conducting meetings according to parliamentary practice is given to some extent in many of the schools, as shown in Table XXIII. This procedure is always followed in 9 schools, 5.6 per cent, usually in 29 schools, 18.1 per cent, frequently in 14 schools, 8.8

per cent, seldom in 31 schools, 19.4 per cent, and never in 27 schools, 16.9 per cent. No reply came from 50 schools.

It is evident that in most schools the homeroom period is teacher-planned, teacher-motivated, and teacher-conducted. This, of course, is to be expected in the performance of the administrative functions of the room, and it must be remembered that this is the chief function in a large percentage of schools.

The Administrative Activities of the Homeroom

Just as the administrative objective is the most common among the purposes of the homeroom, there is more widespread agreement as to the activities performed during this phase of the work than during any other. Although there were a few schools that did not check this objective, there were scarcely any that did not check some of the items listed among the functions directed toward it, so that Table XXIV shows the situation relative to the entire 160 schools.

In 141 schools, or 88.1 per cent, the checking of attendance is a regular part of homeroom procedure. It is perhaps a little surprising that this is not a unanimous duty of all rooms. Next in frequency is the reading of group notices from the office, presumably the daily bulletin, or similar communications. This duty is performed in 133 schools, or 83.1 per cent. Report cards are distribut-

TABLE XXIV

THE ADMINISTRATIVE FUNCTIONS PERFORMED IN THE HOMEROOMS IN 160 HIGH SCHOOLS, ARRANGED IN ORDER OF FREQUENCY

	Number of Schools	Percentage of Schools
Checking attendance	141	88.1
Reading group notices from the office	133	83.1
Distributing report cards	120	75.0
Obtaining information requested by the office	109	68.1
Conveying notices from the office to individual pupils	103	64.4
Holding subscription drives, etc.	101	63.1
Performing registration duties at the beginning of the school year	98	61.3
Serving as voting places for class and school officers	95	59.4
Registering pupils for next year's classes	79	49.4
Distributing books and supplies	74	46.3
Recording marks on the report cards	52	32.5
Health inspections	52	32.5
School banking	35	21.9
Recording marks on office records	32	20.0
Disciplinary action	29	18.1
Morning exercises	3	1.9
Tax collection	2	1.3
Sport talks	1	0.6
Keeping room orderly and neat	1	0.6
Beautifying the homeroom	1	0.6

TABLE XXIV

(continued)

THE ADMINISTRATIVE FUNCTIONS PERFORMED IN THE HOMEROOMS IN 160 HIGH SCHOOLS, ARRANGED IN ORDER OF FREQUENCY

	Number of Schools	Percentage of Schools
Weekly spelling lessons	1	0.6
Monthly declamations	1	0.6
Checking marks on report cards	1	0.6
Others not specified	2	1.3
No answer	7	4.4

ed in 120 cases, or 75 per cent. The various items of information requested by the office are secured through this medium in 109, or 68.1 per cent of the schools, while individual pupils receive notices and other communications from the office in this way in 103 cases, or 64.4 per cent. Subscription drives are homeroom functions in 101 schools, or 63.1 per cent of the total. The homeroom is the place for registering pupils at the start of the school year in 98, or 63.1 per cent of the schools, and serves as a voting place for class and school elections in 95 instances, or 59.4 per cent. In 79 schools, 49.4 per cent, the task of registering pupils for the subjects to be taken in the following school year is performed in the homeroom. Textbooks and other supplies are distributed through this medium in 74 cases, 46.3 per cent. The homeroom teacher in 52 schools, or 32.5 per

TABLE XXIV

(Continued)

THE ADVANTAGES WHICH STUDENTS ENROLLED IN THE SECONDARY SCHOOLS IN LOS ANGELES SCHOOLS, A PANEL OF 1000 OF THE SAMPLE

	Number of Students	Percentage of Students
Weekly speaking lessons	1	0.0
Monthly meetings	1	0.0
Clubs, dances or trips, other	1	0.0
Others not mentioned	2	1.0
No answer	7	4.0

as in 200 cases, or 20 per cent. The various items of information requested by the letter are scattered throughout this section in 100, or 50.1 per cent of the schools. While individual speaking recipes notices and other communications have been active in some any in 200 cases, or 44.4 per cent. Bulletin boards are somewhat unknown in 101 schools, or 50.1 per cent of the total. The home has in the place for regular speaking practice as the other of the school plan in 99, or 49.1 per cent of the schools, and serves as a working place for clubs and school directors in 81 instances, or 40.4 per cent. In 79 schools, 39.4 per cent, the area of recreation period for the students to be taken up in the curriculum school year is determined in the homeroom. Posters and other exhibits are displayed in 71 cases, 35.3 per cent. The homeroom teacher in 59 schools, or 29.4 per

cent, records marks on the pupils' report cards, and in the same number of cases conducts health inspections from time to time. School banking is a function in 35, or 21.9 per cent of the schools studied. In 32 schools, 20 per cent, the teacher also records the marks of his homeroom pupils on the office records, and in 29 schools, 18.1 per cent, he has some disciplinary duties as well. The other duties performed are carried on in only occasional cases, morning exercises being reported in 3, and collection of student tax in 2, while sport talks, keeping room orderly and neat, beautifying the homeroom, weekly spelling lessons, monthly declamations, and checking marks on report cards were mentioned in one each. Two schools reported others, without specifying what they are, and 7 schools made no reply.

The Group Activities of the Homeroom

Table XXV is intended to show the group activities that are carried on in the homerooms of Massachusetts high schools, and should be some indication of the extent to which group guidance is being attempted. Only two activities are common to over one-half of the schools reporting, but this is to be expected because the schools vary greatly in their homeroom objectives. Considered in conjunction with Table III, the results indicate a fairly consistent effort to meet the objectives claimed.

ment, teaching extra on the middle degree level, and in the case where of these respondents indicate increased time to this. Second degree is a function in 3, or 33.3 per cent of the schools studied. In 23 schools, 76 per cent, the teacher also teaches the area of the elementary grade on the college level, and in 20 schools, 67.1 per cent, he has some administrative duties as well. The other twelve respondents are certain in only occasional cases, teaching elementary courses in 7, and combination of student teaching in 3, while open talks, keeping itinerary and so on, constituting the remaining nearly equally teaches. Twelve schools, one college, teaching extra on a state contract in one case. Two schools teaching extra, without specifying what they are, and 7 schools have no total.

The Extra Activities of the Respondents

Table XXI is arranged to show the extra activities that are carried on by the respondents of the high schools, and which is more important of the extent to which extra activities in being attempted. Only two activities are common to over one-half of the schools reporting, and this is to be expected because the schools are really in their infancy. Considered in conjunction with Table XXI, the results indicate a fairly considerable effort to meet the extensive claims.

TABLE XXV

THE GROUP ACTIVITIES CARRIED ON IN THE HOMEROOMS OF 160 HIGH SCHOOLS, ARRANGED IN ORDER OF FREQUENCY

	Number of Schools	Percentage of Schools
Discussion or explanation of curricular offerings	101	63.1
Explanation of school customs and regulations not included in such a handbook	92	57.5
Discussion of higher institutions	61	38.1
Discussion of how to study	60	37.5
Discussion of manners and social conventions	59	36.9
Discussion of citizenship traits	58	36.3
Programs in observance of special days	51	31.9
Discussion of student council legislation	48	30.0
Discussion of character traits and personality	40	25.0
Programs of entertainment	39	24.4
Discussion of budgeting of time	39	24.4
Discussion of vocational opportunities	37	23.1
Discussion of qualifications of good school officers	35	21.9
Discussion of health problems	28	17.5
Discussion of leisure time opportunities of the school	28	17.5
Study of school handbook or other manual	27	16.9
Discussion of thrift	26	16.3

TABLE XIV

THE SOCIAL ACTIVITIES SPONSORED BY THE PROFESSORS OF HIGH SCHOOL SUBJECTS, ARRANGED IN ORDER OF FREQUENCY

Activity	Number of teachers	Percentage of teachers
Attendance or participation at athletic contests	101	84.1
Participation in school functions and celebrations in which a large number participate	95	79.2
Chaperoning of dances	91	75.8
Sponsorship of club or society	90	75.0
Organization of school and social events	90	75.0
Planning of civic or community projects	88	73.3
Promoting interest of pupils in school	83	69.2
Directing or assisting a school publication	69	57.5
Direction or assistance in dramatics or pageants	60	50.0
Participation in assemblies	58	48.3
Direction of pupils in taking care of school	55	45.8
Direction or individual conferences	47	39.1
Direction or participation in school dances and social events	36	30.0
Attendance of P.-T. A. meetings	35	29.2
Participation in P.-T. A. programs or activities	32	26.7
Study or school health work or assembly	27	22.5
Promotion of morale	24	20.0

TABLE XXV

(continued)

THE GROUP ACTIVITIES CARRIED ON IN THE HOMEROOMS OF 160 HIGH SCHOOLS, ARRANGED IN ORDER OF FREQUENCY

	Number of Schools	Percentage of Schools
Discussion of leisure time opportunities of the community	20	12.5
Case conferences on moral problems	18	11.3
Outside speakers on vocational subjects	15	9.4
Preparation for assemblies	1	0.6
Outside speakers	1	0.6
Others not specified	4	2.5
None	5	3.1
No answer	23	14.4

Orientation, for example, is an objective in 56.3 per cent of the schools. Table XXV shows that 92, or 57.5 per cent, have, as part of the homeroom program, an explanation of school customs and regulations while 27, or 16.9 per cent, study the school handbook.

Educational guidance is an objective in 51.3 per cent of the schools, and discussions of curriculum offerings are included in the activities of 101 schools, or 63.1 per cent. Higher institutions are considered in 61 cases, 38.1 per cent, and discussions of how to study and how to budget the pupil's time are held in

TABLE XIV

(continued)

THE SHORT ACTIVITIES CARRIED ON IN THE BEDROOMS OF 100 GIRL SCOUTS, ARRANGED IN ORDER OF FREQUENCY

Activities	Number of Scouts	Percentage of Scouts
Discussing of intimate sides of personalities of the opposite sex	20	16.7
Have conference on social problems	18	15.1
Relate stories on various subjects	10	8.4
Preparation for assemblies	1	.8
Outside speaking	1	.8
Others not specified	4	3.4
None	5	4.1
No answer	35	29.4

Orientation, for example, is an objective in 16.4 per cent of the schools. Table XIV shows that 58, or 57.5 per cent, have, as part of the bedroom program, an explanation of school courses and requirements while 27, or 26.8 per cent, study the school handbook.

Educational guidance is an objective in 9.4 per cent of the schools, and a knowledge of various occupations and training in the qualities of 100 schools, or 24.1 per cent. Higher institutions are considered in 21 cases, 20.4 per cent, and discussions of how to study and how to develop the quality also are held in

60 and 39 schools respectively, or 37.5 per cent and 24.4 per cent of the total number.

The vocational guidance objective was checked by 26.9 per cent of the schools while 37, or 35.1 per cent, reported the corresponding activity to be discussion of vocational opportunities, with 15 schools, or 9.4 per cent, reporting the practice of bringing in outside speakers on vocational topics. It is quite possible that some schools did not distinguish clearly between educational and vocational objectives or activities as they undoubtedly overlap in many instances.

While 41.9 per cent of all the schools claimed the objective of social guidance, 59, or 36.9 per cent, reported discussions of manners and social conventions. Moral guidance is an objective in 38.8 per cent, with 40, or 25 per cent, indicating that they hold discussions on character traits and personality, and 18, or 11.3 per cent, report case conferences on moral problems. The health guidance objective, checked in 31.3 per cent of the cases, is contrasted with the activity of health discussion reported in 28 cases, or 17.5 per cent, although it is also true that, according to Table XXIV, 32.5 per cent reported health inspections as an administrative function. The 28 schools, 17.5 per cent, which discussed the leisure time opportunities of the school, and the 20, or 12.5 per cent, which also con-

sidered the opportunities which the community offers in this respect, are not far from the 18.1 per cent which claimed the objective of recreational guidance.

The formulation of desirable public opinion was reported as an objective in 28.1 per cent of all the schools. There is no doubt that this purpose may be achieved to a considerable degree by the discussion of citizenship traits in 58 schools, or 36.3 per cent, the consideration of the qualifications of good school officers in 35, or 21.9 per cent, and the discussions about legislation passed or pending in the Student Council in 48 schools, or 30 per cent. These activities may also contribute to the objective of citizenship participation which was reported in 41.2 per cent of the schools.

Thrift discussions were reported in 26 schools, 16.3 per cent of the total. Programs in observance of special days are part of the homeroom activity in 51 schools, or 31.9 per cent, while in 39, or 24.4 per cent, programs that are frankly entertainment are frequently given. One school reported that homeroom time is given to the preparation of assembly programs, and one occasionally brings in outside speakers. Four reported other group activities which they did not specify and 5 reported that they have no group activities

whatever. No reply to the question came from 23 schools, or 14.4 per cent of the total.

Individual Counseling in the Homeroom

Similarly, the information yielded by Table XXVI showing the various types of individual counseling that are responsibilities of the homeroom teacher is of interest when compared with the objectives stated for this phase of the school's program.

The most common activity on this list is the conference on choice of subjects carried on in 105 schools, or 65.6 per cent of the total. Other types of educational guidance are the conferences on unsatisfactory marks held in 73 schools, or 45.6 per cent, those dealing with subject changes, a practice followed by 59, or 36.9 per cent of the schools, and those held with pupils who are making their choice of college or other institution, a responsibility that is attempted by the homeroom teacher in 50 cases, or 31.3 per cent. These percentages, when compared with the 51.3 per cent of the schools claiming the objective of educational guidance, indicate a considerable amount of effort on the part of high schools to do some real guidance of this sort through the medium of the homeroom. These are, of course, problems peculiarly suited to treatment by means of individual conference methods.

TABLE XXVI

THE TYPES OF INDIVIDUAL COUNSELING THAT ARE THE RESPONSIBILITIES OF THE HOMEROOM TEACHERS IN 160 HIGH SCHOOLS, ARRANGED IN ORDER OF FREQUENCY

Types of Counseling	Number of Schools	Percentage of Schools
Conferences on choice of subjects	105	65.6
Conferences on unsatisfactory marks	73	45.6
Conferences on subject changes	59	36.9
Conferences on higher institutions	50	31.3
Conferences on moral problems	44	27.5
Conferences on social problems	43	26.9
Adjustments between pupils and other teachers	40	25.0
Conferences on health habits	39	24.4
Conferences on vocational plans	29	18.1
Conferences on recreational or leisure time activities	12	7.5
Definite efforts at vocational placement	8	5.0
Conferences with parents	1	0.6
Others not specified	2	1.3
None	6	3.8
No answer	30	18.8

In the field of vocational guidance, avowed as a purpose by 26.9 per cent of the schools, there appears to be less of an effort to accomplish the aim through

individual counseling, 29 schools, or 18.1 per cent, holding conferences on vocational plans. Only 8 schools reported any effort at actual vocational placement.

Conferences on social problems were reported in 43 schools, or 26.9 per cent of the total, and on health problems in 39, or 24.4 per cent. Efforts to solve moral problems by means of individual conference with pupils were reported by 44 schools, or 27.5 per cent. Counseling on matters of recreation and leisure time is of concern to a relatively small number of schools, 12, or 7.5 per cent. In 40 schools, or 24 per cent, the homeroom teacher helps to adjust difficulties between his pupils and other teachers. One school reported conferences with parents as a duty of the homeroom teacher. Two reported that they have other conferences of types not specified. Six replied that the homeroom teacher is not responsible for any form of individual counseling, and 30, or 18.8 per cent of the total did not answer the question in any way.

Differentiation in Homeroom Activities

The definiteness of homeroom plans might be indicated somewhat by the extent to which the work is differentiated in the different grades of the school. Table XXVII shows that in only 40 schools, or 25 per cent, is there made any effort to differentiate in

either the objectives or activities. Making due allowance for the fact that many schools have only the administrative objective, it is evident that there is little conscious planning of the work carried on.

TABLE XXVII

THE NUMBER OF SCHOOLS WHICH MAKE AN EFFORT TO DIFFERENTIATE THE HOMEROOM OBJECTIVES AND ACTIVITIES IN DIFFERENT GRADES

	Number of Schools	Percentage of Schools
Number of schools which attempt to differentiate	40	25.0
Number of schools which make no attempt to differentiate	107	66.9
No answer	13	8.1
Total	160	100.0

Homeroom Competitions

Over half of the schools utilize the homeroom as a basis for competition.

TABLE XXVIII

THE NUMBER OF SCHOOLS SETTING UP COMPETITIONS IN HOMEROOMS

	Number of Schools	Percentage of Schools
Number of schools in which competitions are set up in homerooms	92	57.5
Number of schools in which no such competitions take place	61	38.1
No answer	7	4.4
Total	160	100.0

Table XXVIII reveals that 92, or 57.2 per cent of the entire number, have some competitions organized in this way, and Table XXIX lists the kinds of competition in use.

TABLE XXIX

THE COMPETITIONS WHICH ARE SET UP IN THE HOMEROOMS OF 92 HIGH SCHOOLS, ARRANGED IN ORDER OF FREQUENCY

Types of Competition	Number of Schools	Percentage of Schools
Attendance	59	64.1
Athletics	51	55.4
Financial drives	50	54.3
Punctuality	49	53.2
Scholarship	36	39.1
Assembly programs	25	27.2
Thrift	14	15.2
Debating	8	8.7
Dramatics	4	4.3
Housekeeping	2	2.2
Clubs	1	1.1
Spelling	1	1.1
Setting-up drills	1	1.1
School paper subscriptions	1	1.1
Literary magazine	1	1.1
General participation in extra-curricular activities	1	1.1

Most common are attendance competitions in 59 schools, or 64.1 per cent of the 92 answering the pre-

vious question in the affirmative. Next in order are athletic competitions usually on a basis of intra-mural sports, in 51, or 55.4 per cent. Financial drives are put on a competitive basis in 50 schools, or 54.3 per cent. Punctuality is encouraged through homeroom competition in 49 cases, or 53.2 per cent. Scholarship competition goes on in 36, or 39.1 per cent of the 92 schools. The practice of competitive assembly programs is carried on in 25 cases, or 27.2 per cent of the total. Thrift competition, presumably banking, is held in 14 schools or 15.2 per cent. Debating in 8 schools, dramatics in 4, room-house-keeping in 2, clubs, spelling, setting-up drills, school paper subscriptions, literary efforts through the medium of the school magazine, and general participation in extra-curricular activities in one school each, make up the remainder of the list of things that are put on a competitive basis through the homeroom in these 92 high schools.

Summary

Organized material showing definite planning of the homeroom program is to be found in very few of the high schools in Massachusetts. In a great majority of high schools, the administrative procedures are evidently laid down by the principal, and the other activities

may be indicated to a limited degree by means of office bulletins. The remainder of the task, if any, is left largely in the hands of the individual teacher. In two-thirds of the schools, the pupils are seldom, if ever, allowed to share in the planning, and it is evident that the period is, in most cases, teacher-planned and teacher-conducted.

The administrative duties of the homeroom teacher are chiefly matters of routine. Most common among them are taking attendance, serving as a means of communication between the office and the pupil, handling report cards, securing information needed by the office, conducting drives of various sorts, amd performing registration duties at the beginning of the school year or at the time of choosing subjects for the following year, - in short, carrying on the activities that can be most effectively handled through a branch office. Although the details vary from school to school, a similar situation exists in almost every school from an administrative viewpoint.

The group guidance activities are less commonly carried on as would be expected from the fact that the guidance objectives are less frequently claimed. Discussion of curriculum offerings and of school customs and regulations are the only group activities found in over one-half of the schools studied. Although all sorts

discussions are held in varying degrees of frequency, there is no way of estimating from the returns how complete or how systematic such group counseling may be.

Among the different kinds of individual conferences mentioned the only conferences common to more than half of the schools are those held with reference to choice of subject. The others that appear most frequently are conferences on unsatisfactory marks or other phases of scholastic work. Only one-quarter of the schools report any effort to differentiate either the objectives or the activities of the different grades.

Homeroom competitions are a common form of activity in over half of the schools, the most frequent being in attendance, punctuality, athletics and financial drives.

CHAPTER VII

THE SUCCESS OF THE HOMEROOM PROGRAM IN MASSACHUSETTS HIGH SCHOOLS

Several questions were asked on the questionnaire which were intended to show something of the attitude of teachers toward the homeroom program and the degree of success which principals believe this program has attained in their schools. Any study of this phase of the problem must take into consideration the fact that since objectives differ from school to school, the estimates of success must be based on different viewpoints.

TABLE XXX

THE EXTENT TO WHICH TEACHERS IN 160 HIGH SCHOOLS ARE TRAINED FOR THEIR HOMEROOM DUTIES

	Number of Schools	Percentage of Schools
Number of schools in which some teachers, at least, have taken courses in homeroom work	32	20.0
Number of schools which have made definite efforts at organized faculty training	19	11.9
Number of schools which have held occasional faculty discussions of homeroom problems	74	46.3
Number of schools in which the principal has knowledge of some teachers reading professional books on the subject of homerooms	42	26.3
Number of schools making no reply	55	34.4

Table XXX represents an effort to tabulate information about the extent of the training which teachers have for their work. There were 55 schools which did not answer this question, but 32, or 20 per cent of the total, reported that some of their teachers have taken courses in college, graduate school, or extension study in the field of homeroom activity, while 19 schools, or 11.9 per cent, reported that they had made some definite effort to train teachers through an organized faculty course of training. Only 46.3 per cent of the entire number, or 74, have even occasional faculty discussions of homeroom plans, and only 42 principals, or 26.3 per cent, reported that they have knowledge of some of their teachers reading professional works on the subject. While such a set of answers must necessarily be vague and inconclusive, it is quite clear that most homeroom teachers are only incidentally trained for the work usually considered as the legitimate activity of the homeroom organization.

An effort was also made to discover the attitude of teachers toward the homeroom idea. Table XXXI shows that 5 schools, or 3.1 per cent, reported the prevailing attitude to be one of enthusiasm, 95, or 59.4 per cent reported a favorable attitude, 33, or 20.6 per cent, one of indifference, and 3, or 1.9 per cent, one

of strong opposition. There were 5 schools, or 3.1 per cent, which indicated a widely divergent attitude among different teachers, and 19, or 11.9 per cent, made no answer.

TABLE XXXI

THE ATTITUDE OF TEACHERS IN 160 HIGH SCHOOLS TOWARD THE HOMEROOM IDEA

Prevailing Attitude of Teachers	Number of Schools	Percentage of Schools
Enthusiastic	5	3.1
Favorable	95	59.4
Indifferent	33	20.6
Mildly opposed	0	0.0
Strongly opposed	3	1.9
Varies widely	5	3.1
No answer	19	11.9
Total	160	100.0

Here, too, one must take into consideration the fact that many of the schools have only the administrative objective, toward which few teachers could have any valid objections. One reply, typical of several, is as follows: "Our teachers are very favorably disposed toward the homeroom idea within the limited scope which we have given to it. They are strongly opposed, however, to any extension of the program."

TABLE XXXII

THE SUCCESS OF HOMEROOM PROGRAMS AS ESTIMATED BY THE PRINCIPALS OF 160 HIGH SCHOOLS

Estimate of Success	Number of Principals Reporting this Estimate	Percentage of Principals Reporting this Estimate
Very successful	17	10.6
Moderately successful	88	55.0
Doubtful	24	15.0
Unsuccessful	0	0.0
No answer	31	19.4
Total	160	100.0

Table XXXII shows the success of the homeroom program as estimated by 160 principals. Of this number, 17, or 10.6 per cent, reported the plan to be very successful, and 88, or 55 per cent, moderately successful. Although none consider the plan definitely unsuccessful, 24, or 15 per cent, have doubts as to its efficacy, while 31, or 19.4 per cent, did not reply. Here again, answers similar to the one quoted in the previous paragraph qualify the statements by limiting them to estimation of the success attained in the things actually attempted.

It is in the answers to the request for comments that one is likely to find a hint of the true situation. Although only 15 per cent of the principals reported that they feel the program to be unsuccessful, 56, or

35 per cent, made comments indicating that they feel that serious difficulties stand in the way of carrying out homeroom activities of the sort generally thought of in this connection. The most frequently mentioned hindrances to such a program were: (1) lack of time for the work under present conditions, (2) lack of available time on the part of teachers which could be allotted to such a purpose, (3) lack of training on the part of teachers, and (4) lack of interest or understanding on the part of teachers.

A few quotations may serve to indicate the general nature of these comments. The following replies are typical of those from high schools of over 1000 pupils:

> "We are accomplishing a great deal in our homeroom organization. More and more teachers are becoming interested and pupils are enthusiastic."
>
> "Unless the teachers are trained and constantly supervised, a general homeroom program involving training in citizenship is not successful. We have put this in the Social Studies Department where it is very successful."
>
> "Too many teachers are unfitted by temperament, interests, and habits to guide such a delicately adjusted program intelligently."
>
> "Poor selling by the principal."

Some of the comments by principals in schools of 501 to 1000 pupils are these:

> "(1) Lack of sufficiently organized program
> (2) Lack of enthusiasm on the part of teachers due somewhat to the heavy teaching programs they have."

"Lack of training and interest on the part of the teachers. Some of my homeroom teachers are doing a good job, others not so good."

"Failure to realize the opportunities too often in evidence."

"We do not try to do more because the homeroom teachers have no interest in it and can see no reason for it."

From the schools of 201 to 500 pupils came the following typical responses to this question:

"Lack of time. Teachers have too many things to do."

"It all lies in the personality of the teacher."

"Some teachers have not aptitude for such work. At the present time, with larger classes and additional duties, teachers are at a loss to find sufficient time to handle the problem in a satisfactory manner."

"It is successful in the unimpressive things we try to accomplish:
(1) Administrative aid
(2) Unit for student council organization
(3) Unit for athletic competition
It does not attempt (and hence is not successful) to set up an elaborate enrichment, guidance, or character training program."

Some representative replies from the smaller schools of 101 to 200 pupils are as follows:

"Lack of time or effort on the part of the principal to sell the proposition to the teachers and to keep them sold."

"The majority of my teachers are teaching seven periods of forty-three minutes each every day. I believe the program would be more successful if teachers had two or more free study periods per week which could be devoted to planning their homeroom programs."

> "Unless we can convince our teachers that we train pupils for democracy only by a democratic life in the school, then our homeroom periods and programs will not attain the vitality that is essential if they are to be real teaching devices."

In short, there is evident a fairly common feeling among principals, indicated by the questionnaire and borne out by personal conversation with many of them, that unless the teacher is trained to see and to seize the opportunities offered by the homeroom and unless teaching loads are adjusted to allow time for planning as well as carrying on the period, the program is doomed to failure.

Summary

Although a considerable number of principals reported the attitudes of teachers to be favorable and the program to be successful, there are many indications that principals feel that to be really successful as something more than a purely administrative unit, it will be necessary to educate teachers to an understanding of the possibilities of the period, to train them for it and to allow time in their schedules for the performance of the duties as regular assignments and not as extra duties added to an already over-burdened school day.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The development of the guidance movement in education has unfolded to educators the possibility of an expansion of the homeroom into something more than an administrative unit.

The attitude of high school administrators toward the homeroom has developed along two lines, one that guidance is a task for specialists and cannot be entrusted to the homeroom teacher, the other that the homeroom teacher is in a strategic position which enables him to function effectively in all phases of guidance.

Educators taking the former viewpoint are disposed to look upon the homeroom as almost exclusively an administrative unit. Educators taking the latter viewpoint usually consider the objectives of the homeroom organization to be

a. Administrative efficiency
b. Guidance
c. Pupil participation in school citizenship
d. Curriculum enrichment

Among the Massachusetts high schools, over 86 per cent have homeroom organizations. These seem to fall into three groups: about 20 per cent use the homeroom for administrative purposes only; about 50 per

cent have fairly definite objectives in the direction of guidance or of pupil participation in school citizenship, or both, in addition to the administrative purpose; the others are organized primarily for administration but recognize in a half-hearted way some of the other objectives advocated by writers on the subject. Practically all use the homeroom as an administrative device, and scarcely any set up curriculum enrichment as a conscious objective.

The only forms of guidance appearing among the objectives of one-half of the schools or over are orientation, personal guidance, and educational guidance, which are found in 56.3 per cent, 53.1 per cent, and 51.3 per cent, respectively. Other forms of guidance range in order from social guidance in 41.9 per cent of the schools, through moral guidance in 38.8 per cent, health guidance in 31.3 per cent, and vocational guidance in 26.9 per cent, to recreational guidance in 18.1 per cent.

Pupil participation in school citizenship is an objective in 41.2 per cent of the schools.

Neither the objectives nor the activities are differentiated for different grades in three-fourths of the schools.

The typical homeroom in Massachusetts high schools is a group of 30 to 40 pupils of both sexes from the

same grade, arranged alphabetically in the larger schools, and frequently by curriculums.

It is presided over by a teacher who remains one year with the group and who in about half the schools is assigned for the following year to another group of the same grade. In a few schools the same teacher is kept with the group throughout its entire school career.

In practically all schools, the homeroom group assembles at least once daily for administrative purposes. Slightly over one-half of the schools have a homeroom period of not less than 20 minutes, usually between 35 and 50 minutes, which comes weekly or oftener, in some schools daily, most frequently at the beginning of the day.

One-half of the schools have homeroom officers, the most common being president, vice president, secretary, treasurer, and representative to the student council. These officers usually serve one year.

About one-third of the schools make use of a wide variety of homeroom committees, the most frequent being those for special programs, good housekeeping, athletics, and social activities.

There is very little organized planning of homeroom programs in Massachusetts high schools. Aside from regulations for administrative procedures and limited

suggestions as to other activities coming from the principal's office, the task is largely in the hands of the individual teacher with the pupil seldom sharing in such planning as is done.

The administrative duties of the homeroom are chiefly the routine matters of a branch office. Most common are checking attendance, reading bulletins, handling report cards, securing information, conducting drives, performing registration duties, and holding elections, these being found with frequencies ranging from 88.1 per cent for the first to 59.4 per cent for the last mentioned. Numerous other similar activities are found to a less degree.

Group discussion on all phases of guidance work are held with varying frequency in different schools, the most common being those with reference to curriculum offerings and school customs and regulations. Even these occur in less than two-thirds of the schools reporting.

About two-thirds of the schools expect the homeroom teacher to hold individual conferences with pupils on their choice of subjects to be studied, and in nearly one-half of the schools the homeroom teacher confers with failing pupils on the matter of unsatisfactory marks. Other types of conferences pointing to each phase of the guidance objective are held to a less de-

gree in different schools.

In general, there seems to be more feeling of responsibility for guidance in those things which affect immediately the pupil's official school relationships than in the personal, extra-curricular, or outside activities which may be part of the real business of living.

Competition between rooms is frequently used as a means of motivation in one-half of the schools studied, particularly in attendance, punctuality and financial drives. The homeroom often serves also as a basis for intra-mural athletic competition.

There is considerable evidence that principals who are either definitely or half-heartedly attempting to utilize the possibilities of the homeroom are not satisfied with the results obtained under existing conditions. An occasional principal seems to be thoroughly satisfied that the homeroom is securing the desired results in his school. Those who feel that the possibilities, outside of administration, are extremely limited are in a more contented frame of mind. Many of them have located the guidance function elsewhere in the program of the school.

There seems to be no question about the responsibility of the school for the guidance of its pupils.

That, today, is taken for granted. The troublesome question is that of finding the right method of performing this function.

It is probably true that either of the two methods discussed is sufficiently sound provided that it is carried out according to a systematic and well-organized plan. Principals should cease to hope that some good may come out of the homeroom without doing anything about it, and should either abandon any effort to locate the guidance responsibilities here, making the homeroom frankly and efficiently an administrative unit, and perhaps a basis of representation in pupil affairs, or he should definitely and unmistakably place the guidance responsibility on the homeroom teacher.

In the former case, the time allotted to the homeroom should be reduced to the minimum necessary for the efficient performance of the duties assigned to it. There would be no necessity for an elaborate set-up of officers or committees. If the latter procedure is adopted, the time allotted should be adequate for the task to be done and should be advantageously situated in the schedule with nothing being allowed to interfere with its functions.

Teachers under such a system should be definitely educated to understand the philosophy of education

underlying the plan and to realize and appreciate its possibilities. They should be definitely trained in the performance of the duties assigned to them. The time to be devoted to the work, in and out of the homeroom period, should be a regular part of the teaching load and other duties should be scheduled with due consideration for this part of the burden.

In such a setting, the outcomes expected should be clearly defined in terms of specific objectives to be attained. Such objectives and the procedures to be used in attaining them might well be worked out in advance by committees of teachers or by individual teachers working with the approval of the responsible school official, just as plans for any other phase of school work are developed.

It is not intended to intimate here that homeroom periods can be reduced to cut-and-dried procedures and made effective. Such an approach might be fatal to the success of the program. One conclusion, however, to be drawn from this study is that is the homeroom is to be a worthwhile school unit, the homeroom teacher must be made to see the need and the purpose of such a unit, must be given a very definite and specific job to do, must be allowed time to plan and execute the task, and may then properly be held strictly to account for the performance of the duties assigned.

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A P P E N D I X

1. A Copy of the Letter Which Accompanied the Questionnaire
2. A Copy of the Questionnaire

Westfield, Mass.,
Feb. 23, 1934.

John Smith, Prin.,
Central High School,
Boston, Mass.

Dear Mr. Smith:

Can you spare time to answer another questionnaire?

The data secured from the inclosed questions on the objectives, organization and activities of the homeroom in Massachusetts senior and four-year high schools will be used in a thesis now being prepared under the direction of Dr. Jesse B. Davis of Boston University. Most of the answers may be indicated by a simple check mark. I would appreciate information about the program in your school.

In return for your kindness and patience, you have my heartfelt thanks, a promise to do the same for you sometime, and a summary of the findings if you happen to be interested.

Sincerely yours,

T. J. Abernethy, Prin.,
Westfield High School.

20. Which of the following group activities are carried on in your home room periods?

___a. Study of school handbook or other pupil manual
___b. Explanation of school customs and regulations not included in such a handbook
___c. Discussion or explanation of curricular offerings
___d. Discussion of higher institutions
___e. Discussion of how to study
___f. Discussion of budgeting of time
___g. Discussion of vocational opportunities
___h. Outside speakers on vocational subjects
___i. Discussion of manners and social conventions
___j. Discussion of character traits and personality
___k. Case conferences on moral problems
___l. Discussion of health problems
___m. Discussion of leisure time opportunities of the school
___n. Discussion of leisure time opportunities of the community
___o. Discussion of thrift
___p. Discussion of citizenship traits
___q. Discussion of qualifications of good school officers
___r. Discussion of Student Council legislation
___s. Programs in observance of special days
___t. Programs of entertainment
___u. Other group activities

_____
_____

21. Which of the following types of individual counseling are the responsibility of the home room teacher?

___a. Conferences on choice of subjects
___b. Conferences on subject changes
___c. Conferences on higher institutions
___d. Conferences on unsatisfactory marks
___e. Adjustments between pupils and other teachers
___f. Conferences on vocational plans
___g. Definite efforts at vocational placement
___h. Conferences on social problems
___i. Conferences on health habits
___j. Conferences on moral problems
___k. Health inspections (colds, contagious diseases, etc.)
___l. Conferences on recreational or leisure time activities
___m. Other types of personal conferences

_____
_____
_____

22. Do you make any effort to differentiate the home room objectives and activities in the different grades?

___Yes ___No

23. Are any home room competitions set up in your school?

___Yes ___No

24. If so, in what activities are these competitions organized?

___a. Athletics
___b. Attendance
___c. Scholarship
___d. Punctuality
___e. Dramatics
___f. Debating
___g. Assembly programs
___h. Financial drives
___i. Thrift
___j. Others
_____
_____

25. By whom is the activity of the home room period in general determined?

___a. By the principal
___b. By a committee of teachers
___c. By the individual teacher
___d. By the teacher and the room committee
___e. By the pupils of the home room
___f. Other methods
_____

26. Approximately what percentage of your teachers have had some special training in the duties of a home room teacher?

___a. In organized under-graduate, graduate or extension courses
___b. In organized faculty training
___c. In occasional faculty discussion
___d. In individual professional reading

27. What is the general attitude of your teachers toward the home room?

enthusiastic	favorable	indifferent	mildly opposed	strongly opposed

28. How would you estimate the success of your home room program in meeting its announced objectives?

very successful	moderately successful	doubtful	unsuccessful

29. If not successful, wherein do you think the weakness lies?

30. If you would like a summary of the findings of this study, to whom should it be sent?

_____

Please return to T. J. Abernethy, Westfield, Mass.

Name of school_____Grades included_____Enrollment___

1. Is your school organized into home rooms?

___Yes ___No

2. If so organized, do you have printed or mimeographed manuals, outlines, or other materials which serve to indicate or to describe the objectives, organization, or activities of the home room, or the duties of the home room teacher?

___Yes ___No

3. May I have a copy of this material?

___a. Copy herewith--charge_____
___b. Copy will be forwarded on receipt of _____
___c. Material to be returned after using
___d. No copies available

If you have a home room organization, will you please check the answers to any questions that are not clearly indicated in the material mentioned above?

4. What are the objectives of the home room organization?

___a. Administrative efficiency
___b. Orientation in school life and routine
___c. Personal guidance
___d. Educational guidance
___e. Vocational guidance
___f. Social guidance
___g. Moral guidance
___h. Health guidance
___i. Recreational and leisure guidance
___j. Curriculum enrichment
___k. Pupil participation in citizenship
___l. Formulation of desirable public opinion
___m. Other objectives

_____
_____
_____

5. On what basis are your home rooms organized?

___a. By class ___b. Without consideration of class

___(1). By alphabetical order
___(2). By random selection
___(3). By intelligence quotients or ability ratings
___(4). By sex
___(5). By elementary or junior high schools
___(6). By first period recitation groups
___(7). By curriculums
___(8). By extra-curricular interests
___(9). By chronological age
___(10). On other bases

_____

6. What is the usual size of the group assigned to a home room? _____

7. How long does the group usually remain with the same home room teacher?

___a. One semester
___b. One year
___c. For the entire school career
___d. All but senior year
___e. Other arrangements
_____
_____
_____

8. If the groups change by semester or year, do the teachers usually remain with groups of the same grade as before?

___Yes ___No

9. What is the frequency and the length of the home room period?

___a. Daily for ___ minutes
___b. ___ days per week for ___ minutes each
___c. Other arrangements
_____

10. When are home room sessions held?

___a. At the beginning of the school day
___b. At the end of the second period
___c. At the beginning of the afternoon period
___d. After lunch period
___e. At the close of school
___f. At other times
_____

11. What are the officers of your home rooms?

___a. None
___b. President
___c. Vice president
___d. Secretary
___e. Treasurer
___f. Combined secretary-treasurer
___g. Cheer leader
___h. Thrift officer
___i. Ticket seller
___j. Representative to Student Council
___k. Others
_____
_____
_____

12. How long do they hold office?

___a. One semester
___b. One year
___c. Other arrangements
_____

13. What committees are there in your home rooms?

___a. None
___b. Scholarship
___c. Good housekeeping
___d. Discipline
___e. Thrift
___f. Welfare
___g. Publicity
___h. Boosters
___i. Manners and conduct
___j. Health
___k. Debating
___l. Excursions
___m. Dramatics
___n. Literary
___o. Current events
___p. Charity
___q. Athletics
___r. Social
___s. Citizenship
___t. Art
___u. Special programs
___v. Others
_____
_____

14. Is the home room a basis for representation in the Student Council?

___Yes ___No

15. If so, what is the status of the representative?

___President of the home room ___A special officer

16. Do the home room pupils participate in the planning of the program for the home room period?

always | usually | frequently | seldom | never

17. Do pupils preside at the home room sessions?

always | usually | frequently | seldom | never

18. Is parliamentary procedure followed at the home room sessions?

always | usually | frequently | seldom | never

19. What administrative functions are performed in the home room?

___a. Checking attendance
___b. Reading group notices from the office
___c. Conveying notices from the office to individual pupils
___d. Distributing books and supplies
___e. Recording marks on the report cards
___f. Distributing report cards
___g. Recording marks on office records
___h. Obtaining information requested by the office
___i. Performing registration duties at the beginning of the school year
___j. Registering pupils for next year's classes
___k. Serving as voting places for class and school officers
___l. Holding subscription drives, etc.
___m. School banking
___n. Disciplinary action
___o. Others
_____
_____

14. What committees have in your home room?

___ a. Audio
___ b. Sportsmanship
___ c. Good housekeeping
___ d. Discipline
___ e. Health
___ f. Welfare
___ g. Hygiene
___ h. Scouters
___ i. Resource and guidance
___ j. Health
___ k. Pageant
___ l. Exploration
___ m. Organization
___ n. Library
___ o. Current events
___ p. Charity
___ q. Activities
___ r. Social
___ s. Citizenship
___ t. Art
___ u. Special programs
___ v. Other: _____
_____

15. Is the home room a basis for representation in the student council?

___Yes ___No

16. If so, what is the status of the representative?

___President of the home room ___A special officer

17. Do the home room pupils participate in the planning of the program for the home room period?

always usually frequently seldom never

18. Do pupils preside in the home room assembly?

always usually frequently seldom never

19. Is parliamentary procedure followed at the home room meeting?

always usually frequently seldom never

20. What administrative functions are performed in the home room?

___ a. Checking attendance
___ b. Moving pupils from the office
___ c. Delivering notices from the office to individual pupils
___ d. Preserving book and supplies
___ e. Recording grades on the report cards
___ f. Distributing report cards
___ g. Posting notes on office records
___ h. Collecting information requested by the office
___ i. Providing registration duties at the beginning of the school year
___ j. Registering pupils for next year's classes
___ k. Serving as voting places for class and school officers
___ l. Taking admission arrival etc.
___ m. School banking
___ n. Disciplinary action